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ABSTRACT

The document describes a project, conducted by Rutgers University under a Federal grant, to help New Jersey vocational teachers cope with student behavior. Called "traveling seminars," the one-day workshops aimed to improve student behavior by helping teachers and administrators better understand it. The objective was approached indirectly, by supplying considerable information to the participants through audiovisuals and a variety of teaching approaches, in hopes of enabling them to increase their effectiveness in both preventive and disciplinary measures. A followup survey showed interest in continuing such seminars; the professional relationship between faculty members and the university was strengthened; and teachers felt the seminar content was useful. The seminar was judged to have missed its mark somewhat in terms of motivating further individual study on the topic of student behavior and equipping the participants to deal better with discipline problems. Approximately one-third of the document (39 pages) describes the workshops and their evaluations. The remainder of the document is comprised of: (1) a review and synthesis of research findings (35 pages) on school climate, student behavior, and discipline; (2) an annotated bibliography (22 pages) on those topics; and (3) appended letters, forms, minutes, and other materials related to the workshops. (Author/AJ)

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A Final Report

on

A ONE-DAY PROFESSIONAL DEVELOPMENT SEMINAR ON STUDENT BEHAVIOR FOR IN-SERVICE TEACHERS AND ADMINISTRATORS IN SELECTED VOCATIONAL SCHOOLS IN NEW JERSEY

by

Charles C. Drawbaugh

and

Carl J. Schaefer

June 1975

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U.S. DEPARTMENT OF HEALTH
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Training Series in Vocational-Technical Education

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Graduate School of Education
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New Brunswick, New Jersey

June, 1975

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PART I

THE IN-SERVICE TRAINING PROGRAM

PROPOSAL FOR A ONE-DAY PROFESSIONAL DEVELOPMENT SEMINAR ON STUDENT BEHAVIOR FOR IN-SERVICE TEACHERS AND ADMINISTRATORS IN TEN SELECTED VOCATIONAL SCHOOLS IN NEW JERSEY

In a recent survey completed by the Division of Vocational Education, New Jersey State Department of Education, it was found that a major concern of vocational educators was student behavior and the increasing problems resulting from it. The major purpose of this in-service training program, along with other proposed projects by state colleges, is to address the concern directly and in a most positive manner at the "grass roots" level. A core of teacher trainers will travel to the selected schools for the purpose of offering a seminar on student behavior designed to meet the educators' needs and develop skills to improve it.

It is proposed that selected teacher educators at Rutgers University, after further study of the concern, work cooperatively with ten vocational schools to assist teachers in coping with student behavior. The approach proposed is to develop and conduct a carefully planned one-day professional development seminar on student behavior at each school site using a team of university and other specialists. The instructional team will make extensive use of audiovisuals and a variety of approaches to teaching at each seminar.

Objectives

The overall objective of this training program is to improve student behavior in ten selected vocational schools in New Jersey by helping teachers and administration better understand it. The approach to this objective is an indirect one. An effort will be made to provide teachers and administrators with considerable information on the topic so that they are effective on both preventative measures and disciplinary actions. The more specific objectives are as follows:

1. To become more fully acquainted with the kinds of concerns and problems in student behavior which occupy teachers and administrators in the ten participating schools.

2. To plan a one-day "traveling seminar" on the many aspects of student behavior with emphasis on positive approaches to handling student discipline.

3. To present, in the best pedagogical style possible, the in-service training seminar to the professional staff of each participating school during a scheduled in-service day.

4. To evaluate the training program through an assessment form completed by the participants at the end of each seminar.

5. To evaluate the value of the training seminar in terms of improving student behavior approximately one month later.

6. Additionally, it is an objective of this training program to provide the coordination of this and other related projects being executed by the state colleges. Funds specified in this project will provide for an intern to coordinate the several projects. Funds are also provided in this proposal for printing of the combined final reports of the several educational institutions applying different approaches to improving student behavior.

Procedure

The procedure proposed for meeting the objectives and successfully completing the training project are as follows:

1. The chief school administrator of each selected vocational school was contacted by telephone and asked if he wished to cooperate in the training project.

2. Two educators from each participating school will be selected by the chief school administrator to attend a steering committee meeting at which (a) problems and concerns relative to student behavior will be identified, and (b) input will be encouraged for structuring the in-service program (see Appendixes A and B).

3. A training seminar package will be developed which will require approximately six hours of instructional time. The package will include the best approaches to instruction and the best resources in terms of consultants and instructional materials.

4. The instructional team employed to present the seminars will travel to the schools on the appointed dates. Depending upon the school situation and availability of instructional personnel, changes in the seminar package will be varied. The idea is to take the most appropriate program to each school.

5. Two kinds of instruments will be developed to assess the success of the training seminar: (a) an instrument will be provided participants to assess relevancy of the materials presented and the overall approach to presenting them; and (b) a follow-up instrument will

be provided the participants to assess the effectiveness of the seminar in terms of improving student behavior and/or helping the professional staff solve the problems and concerns resulting from it. The follow-up data will be gathered approximately one month after the seminar (see Appendix C).

6. Prepare and submit a final report in three parts: (a) the problems and concerns about discipline and the suggestions for the in-service seminar solicited from the steering committee (see Appendix B); (b) the collection of papers and subject matter outlines generated for and presented at the seminars; and (c) a summary of the double assessment of the training program as reported by the participants.

7. This training program is but one thrust into student behavior in the State of New Jersey. The coordination of the total project, which includes the state colleges and Rutgers University, will be under the direction of Dr. Po-yen Koo, Division of Vocational Education. This project includes the cost of a Graduate Intern to work under the direction of Dr. Koo in coordinating the various projects in the Comprehensive State Project. It also includes the costs of printing the final report under the direction of Dr. Koo.

Suggested Seminar Topics

The content of the program and the approach to conducting it will depend considerably upon the recommendations of the steering committee. The approximately six-hour seminar, repeated across the state with variations, will cover such topics as:

A. Establishing the Setting

1. The Realm of Student Behavior
2. The Organizational Climate of Schools
3. The Present Status of Student Behavior in Schools

B. Addressing the Concerns and Problems

4. Quality Instruction and the Incidence of Discipline
5. Applied Psychology in the Classroom and Shop
6. Effective Guidance and Counseling

C. Summarizing the Seminar

7. Open Discussion or Workshop Groups

Cooperating Schools

The proposed seminar on student behavior was discussed by telephone with Directors of Vocational Education Programs. All Directors contacted were interested in participating in the proposed seminar; however, one already programmed the in-service days for his school, and another did not wish to make the decision without additional input from others of his staff. These two schools were omitted because of time restraints. The vocational schools selected to cooperate in the in-service program are as follows:

1. Bergen County Vocational-Technical School
   200 Hackensack Avenue
   Hackensack, New Jersey 07601
   Phone (201) 343-6000

2. Burlington County Vocational-Technical School
   Woodlane Road
   Mount Holly, New Jersey 08060
   Phone (609) 267-4226

3. Camden County Vocational-Technical School
   Box 565, Berlin-Cross Keys Road
   Sicklerville, New Jersey 08081
   Phone (609) 767-7000

4. Gloucester County Vocational-Technical School
   Tanyard and Salina Roads
   Sewell, New Jersey 08080
   Phone (609) 468-1445

5. Marie H. Katzenbach School for the Deaf
   West Trenton, New Jersey
   Phone (609) 883-2600

6. Mercer County Vocational-Technical School
   Edinburg Road
   Trenton, New Jersey 08690
   Phone (609) 586-2121

7. New Brunswick Area Vocational School
   Livingston Avenue
   New Brunswick, New Jersey 08903
   Phone (201) 247-2600

8. Ocean County Vocational-Technical School
   West Water Street
   Toms River, New Jersey 08753
   Phone (201) 349-8425

9. Somerset County Vocational-Technical School
   North Bridge and 9th Streets
   Somerville, New Jersey 08876
   Phone (201) 526-8900

10. Sussex County Vocational-Technical School
105 North Church Road
Sparta, New Jersey 07871
Phone (201) 383-6700

If for some unknown reason a school would have to withdraw from the seminar, a substitute school will be selected. Others are eagerly awaiting an invitation to be included.

All professional staff from each school will attend the in-service seminars. There are approximately 814 teachers and 98 administrators in the ten schools. Relative to minorities, there are 262 female teachers, 31 black teachers, and 6 Oriental teachers.

The seminars will be held at each school on a date agreed to by both the chief school administrator and the co-directors for the project. Most schools listed in-service days but could not specify which day they wished to designate for the in-service seminar on student behavior. Other responses on specific dates were (1) in-service days are scheduled as needed, and (2) the in-service days have not been established at this time. One school requested a 45-minute presentation each day for five or six days; another requested two half-day sessions. A concerted effort will be made to offer the seminars during the dates requested and in the time patterns requested if reasonable and not too fragmented.

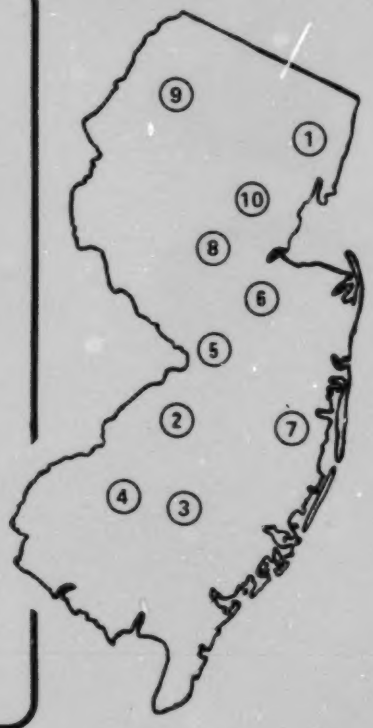
THE GENERAL SEMINAR FORMAT

TRAVELING SEMINAR ON STUDENT BEHAVIOR

January 1 to May 15, 1975

THE PARTICIPATING SCHOOLS

1. Bergen Co. A.V.T.S. Hackensack, N.J.
2. Burlington Co. A.V.T.S. Mt. Holly, N.J.
3. Camden Co. A.V.T.S. Sicklerville, N.J.
4. Gloucester Co. A.V.T.S. Sewell, N.J.
5. Mercer Co. A.V.T.S. Trenton, N.J.
6. New Brunswick Schools New Brunswick, N.J.
7. Ocean Co. A.V.T.S. Toms River, N.J.
8. Somerset Co. A.V.T.S. Somerville, N.J.
9. Sussex Co. A.V.T.S. Sparta, N.J.
10. Union Co. A.V.T.S. Scotch Plains, N.J.



"A series of one-day professional development seminars for in-service vocational-technical teachers and administrators."

PROGRAM OVERVIEW AND FORMAT FOR SEMINARS

Title	Student Behavior
Theme	Knowing Your Students and Their Needs
Convene	Introductory Remarks
Module A	Keynote Address:— "Knowing Your Students and Their Needs."
Module B	Symposium:— "Effective Teaching and Productive Learning." (Two or three presenters of 20 minutes each followed by a free-wheeling question and answer period) Topic 1. "The Psychology of Learning." Topic 2. "Teaching Strategies and Styles." Topic 3. "Effective Instruction." Topic 4. "Developing Positive Student Attitudes." Topic 5. "Teaching Children with Special Needs." Topic 6. "Evaluating Teaching and Learning."
Recess	
Module C	Small Group Discussions:— "Student and Teacher Services and Environments." (Two or three small group sessions with short presentations followed by open discussions.) Topic 7. "Guidance and Counseling." Topic 8. "Supporting Curriculum Materials and Instructional Aids." Topic 9. "Supervision of Instruction." Topic 10. "Organizational Climate and Pupil Control Ideology."
Assignment	Faculty Evaluation of the In-Service Seminar
Adjournment	

INSTRUCTIONAL TEAM FOR SEMINARS

Keynote Speakers

Dr. Maurie Hillson, Professor
Science and Humanities Education

Dr. Albert Jochim, Visiting Professor
Vocational-Technical Education

Dr. Jack Nelson, Professor and Chairman
Science and Humanities Education

Dr. Samuel D. Proctor, Professor
Social and Philosophical Foundations of Education

Consultants Specialists

Dr. Irving Bach, Assistant Professor
Vocational-Technical Education

Dr. William C. Bingham, Professor
Psychological Foundations of Education

Dr. Charles R. Doty, Associate Professor
Vocational-Technical Education

Dr. Philip Edgecomb, Assistant Director
Vocational-Technical Curriculum Laboratory

Dr. Ivan Z. Holowinsky, Professor and Chairman
Psychological Foundations of Education

Dr. Elaine W. House, University Chairman
Undergraduate Teacher Education

Dr. Wayne Hoy, Professor
Educational Administration and Supervision

Dr. Lawrence Kaplan, Associate Professor
Educational Administration and Supervision

Dr. Mary B. Kievit, Professor
Vocational-Technical Education

Dr. Gordon Law, Professor and Chairman
Department of Urban Education

Professor Benjamin Shapiro, Director
Vocational-Technical Curriculum Laboratory

Dr. Annell Lacy Simcoe, Associate Professor
Vocational-Technical Education

Dr. Stephen Strichart, Assistant Professor
Psychological Foundations of Education

SEMINAR CHAIRMAN

Dr. Charles C. Drawbaugh, Professor and Chairman
Department of Vocational-Technical Education
Graduate School of Education, Rutgers University

Dr. Carl J. Schaefer, Professor of Education
Department of Vocational-Technical Education
Graduate School of Education, Rutgers University

SEMINAR OBJECTIVES

1. To update in-service teachers and administrators in selected vocational schools in New Jersey on student behavior.
2. To offer positive approaches and suggestions for reducing and dealing with student discipline.
3. To develop an awareness among faculty and staff of the need for increased humanization in the schools and especially in classrooms.
4. To inititate, hopefully, a planned program of activities designed to help vocational educators acquire new skills in interpersonal relations.
5. To strengthen the professional relationships between the faculty members of the University and the vocational-technical teachers and administrators of New Jersey.

ACKNOWLEDGEMENT

The traveling seminars on student behavior were funded through EPDA Grant No. 23-GOSC-STED-152 awarded by Division of Vocational Education, New Jersey State Department of Education, to Dr. Charles C. Drawbaugh, and Dr. Carl J. Schaefer, Co-Directors.

THE SPECIFIC SEMINAR FORMAT

TRAVELING SEMINAR ON STUDENT BEHAVIOR
Thursday, January 2, 1975
Mercer County Area Vocational-Technical School
Trenton, New Jersey

PROGRAM

9:00 - 9:15	Introductory Remarks	Dr. Schaefer
9:15 - 10:00	Keynote Address	Dr. Nelson
	"Knowing Your Students and Their Needs"	
10:00 - 12:00	Symposium	
	"Teaching Strategies and Styles"	Dr. Law
	"Psychology of Learning"	Dr. Holowinsky
	"Developing Positive Student Attitudes"	Dr. Kievit
12:00 - 1:00	Lunch	
1:00 - 2:45	Small Group Meetings	
	"Guidance and Counseling"	Dr. House
	"Supervision of Instruction"	Dr. Hoy
2:45 - 3:00	Program Evaluation	Dr. Corman
3:00	Adjournment	

TRAVELING SEMINAR ON STUDENT BEHAVIOR
Wednesday, January 8, 1975
Union County Area Vocational-Technical School
Scotch Plains, New Jersey

PROGRAM

12:00 - 12:15	Introductory Remarks	Dr. Schaefer
12:15 - 1:00	Keynote Address	Dr. Hillson
	"Knowing Your Students and Their Needs"	
1:00 - 2:45	Symposium	
	"Effective Instruction"	Dr. Bach
	"Supervision of Instruction"	Dr. Kaplan
	"Teaching Strategies and Styles"	Dr. Law
2:45 - 3:00	Break	
3:00 - 4:45	Small Group Meetings	
	"Curriculum Materials"	Prof. Shapiro Dr. Edgecomb
	"Guidance and Counseling"	Dr. Bingham
4:45 - 5:00	Program Evaluation	Dr. Corman
5:00	Adjournment	

TRAVELING SEMINAR ON STUDENT BEHAVIOR
New Brunswick High School
Drawing Room #124
New Brunswick, New Jersey

PROGRAM

Monday, February 3, 1975 -- 2:00 - 3:00 P.M.

Introductory Remarks	Dr. Drawbaugh
Keynote Address--"Knowing Your Students and Their Needs"	Dr. Hillson

Tuesday, February 18, 1975 -- 1:00 - 3:00 P.M.

Symposium--"Effective Instruction: Developing Positive Student Attitudes"	Dr. Kievit
"Teaching Children with Special Needs"	Dr. Strichart

Tuesday, March 18, 1975 -- 1:00 - 3:00 P.M.

Small Group Instruction

"Supporting Curriculum Materials and Instructional Aids"	Prof. Shapiro Dr. Edgecomb
"Organizational Climate and Pupil Control Ideology"	Dr. Hoy
Program Evaluation	Dr. Corman
Adjournment	

TRAVELING SEMINAR ON STUDENT BEHAVIOR
Gloucester County Vocational-Technical School
Tanyard and Salina Roads, Sewell, New Jersey

PROGRAM

Friday, March 7, 1975

11:00 A.M.	Lunch	
12:00 Noon	Introductory Remarks	Dr. Drawbaugh
12:10 P.M.	Keynote Address--"Knowing Your Students and Their Needs"	Dr. Jochen
1:00 P.M.	Symposium--"Effective Instruction: Developing Positive Student Attitudes"	Dr. Kievit
	"Teaching Strategies and Styles"	Dr. Law
3:00 P.M.	Adjournment	

Friday, March 14, 1975

11:00 A.M.	Lunch	
12:00 Noon	Small Group Meetings (groups will rotate at 1:15 with a 15-minute break)	
	"Supporting Curriculum Materials and Instructional Aids"	Prof. Shapiro Dr. Edgecomb
	"Supervision of Instruction"	Dr. Kaplan
2:45 P.M.	Evaluation of the Seminar	Dr. Corman
3:00 P.M.	Adjournment	

TRAVELING SEMINAR ON STUDENT BEHAVIOR
Sussex County Vocational-Technical School
Sparta, New Jersey

PROGRAM

Tuesday, March 11, 1975 -- 12:45 - 3:30 P.M.

Introductory Remarks	Dr. Drawbaugh
Symposium--"Effective Teaching and Productive Learning" (three presenters of 30 minutes each followed by a free-wheeling question-and answer period)	
Topic 1. "Knowing Your Students and Their Needs"	Dr. Nelson
Topic 2. "The Psychology of Learning"	Dr. Holowinsky
Topic 3. "Developing Positive Student Attitudes"	Dr. Kievit

Wednesday, March 18, 1975 -- 12:45 - 3:30 P.M.

Group Discussions--"Student and Teacher Services and Environments" (short presentations followed by open discussions; the two groups will rotate at 2:00)	
Guidance and Counseling	Dr. House
Organizational Climate and Pupil Control Ideology	Dr. Hoy
Program Evaluation	Dr. Corman
Adjournment	

TRAVELING SEMINAR ON STUDENT BEHAVIOR
Friday, March 14, 1975
Ocean County Vocational-Technical School
Bricktown, New Jersey

PROGRAM

8:30	Coffee	
9:00	O.C.V.T.S. Business Meeting	
9:30	Introductory Remarks	Dr. Drawbaugh
9:40	Keynote Address--"Knowing Your Students and Their Needs"	Dr. Jochen
10:30	Small Group Meetings	
11:30	Lunch	
12:30 & 1:30	Small Group Meetings (groups will rotate with sessions at 10:30, 12:30, and 2:30 on each of the following topics)	
	"Teaching Strategies and Styles"	Dr. Law
	"Developing Positive Student Attitudes"	Dr. Kievit
	"Teaching Children with Special Needs"	Dr. Strichart
2:20	Program Evaluation	Dr. Corman
2:30	Adjournment	

W O R K S H O P

ESSEX COUNTY VOCATIONAL SCHOOLS
300 NORTH 13TH STREET
NEWARK, NEW JERSEY 07107

TUESDAY, APRIL 8, 1975

8:30 - 9:00	Sign-in.....Auditorium
9:00 - 9:15	"Greetings".....Mr. Stephen Andrasko, Superintendent Dr. Charles Drawbaugh, Chairman, Vocational Leadership, Rutgers University, New Brunswick
9:15 - 10:00	"Organizational Climate and Pupil Control Ideology"..... Dr. Wayne Hoy, Professor, Educational Administration, Rutgers University, New Brunswick
10:00 - 11:30	"Cross-Variables in Student Population Profiles and Their Relationship to Organizational Climate" Chairman: George B. O'Connor Human Relationships: Why They Succeed or Fail Society and Mankind, The Center for Humanities, Inc., 2 Holland Avenue, White Plains, New York "And the Times, They Are Changing".....Dr. Albert Jochen, Visiting Consultant, Vocational Leadership, Rutgers University, New Brunswick "Special Needs--A Further Definition of Student Population" Louis Sarandoulis, Director of Special Needs, Camden County Vocational Schools; Boris Schwartz, Director, West Essex Special Education Cooperative
11:30 - 12:45	Lunch (Question Cards will be picked up)
12:45 - 1:45 Group 1 Session A	"EPDA Programs--Pre-service, In-service, and Leadership Level" Chairman: Steve Stripp Thomas McNulty, Director of Special Needs Division, State Department
Session B	Chairman: Louise Girgenti; Margaret Snell, Certification Programs, Rutgers University, New Brunswick
Group 2	"Student Assessment and Its Relationship to the Organizational Climate"
Session A	"Assessment Procedures--A Threat or a Support" Chairman: Alexander Trento; Joseph Scelfo, Director of Special Needs, Ocean County Vocational Schools
Session B	"Occupational Competency Testing for Student and Teacher" Chairman: George Howland; Dr. Myron Corman, Assistant Professor, Vocational Certification, Rutgers University, New Brunswick (Those in Sessions A and B will exchange schedules at 1:15)
1:45 - 2:00	Breaktime
2:00 - 3:00	Groups 1 and 2 will exchange schedules
3:00 - 3:30	Reaction and Evaluation.....Cafeteria Chairman: Elizabeth C. Marion; Dr. Myron Corman

TRAVELING SEMINAR ON STUDENT BEHAVIOR
Wednesdays, May 21 and May 28, 1975
Passaic County Vocational-Technical School
45 Reinhardt Road
Wayne, New Jersey

PROGRAM

May 21

3:00-3:15	Introductory Remarks	Dr. Drawbaugh
3:15-3:45	"Knowing Your Students and Their Needs"	Dr. Jochen
4:00 and 4:45	Small Group Meetings (groups will rotate with sessions at 4:00 and 4:45 on each of the following topics)	
	"Effective Instruction"	Dr. Bach
	"Teaching Strategies and Styles"	Dr. Law
	"Psychology and Learning"	Dr. Holowinsky
5:30	Adjournment	

May 28

3:00-3:45	"Knowing Your Students and Their Needs"	Dr. Hillson
3:45 and 4:30	Small Group Meetings (groups will rotate with sessions at 3:45 and 4:30 on each of the following topics)	
	"Teaching Children with Special Needs"	Dr. Strichart
	"Controlling Discipline in the Classroom"	Dr. Smith
	"Developing Positive Student Attitudes"	Dr. Edwards
5:15	Program Evaluation	Dr. Corman
5:30	Adjournment	

DISCUSSION

Plans and procedures written for the Traveling Seminar were followed rather closely but were changed when requested by schools involved or when it was quite evident that the ultimate in training was not provided. A review of the more pertinent procedures and changes is presented in this segment of the report.

Schools

The intent was to offer the seminar to ten schools in the state. However, final arrangements could be made to present the seminar to only eight schools. Of the original schools tentatively scheduled to participate, only five actually participated. Apparently it is not easy for an administrator to set a day aside for an in-service program at a local school. Teachers have considerable influence on the kinds of programs they desire and when they should be offered; some school systems were not ready for this kind of program; and in other cases, logistics such as bussing was a problem which could not be overcome. When tentative schools cancelled out of the seminar in September and October, it was extremely difficult at this late date to schedule other schools because their calendars were already full except for possible "snow days" not used. The five original schools which actually participated in chronological order were Mercer Co. A.V.T.S., Union Co. A.V.T.S., New Brunswick Schools, Gloucester Co. A.V.T.S., and Sussex Co. A.V.T.S. While many other schools were invited to participate, the three which accepted were Ocean Co. A.V.T.S., Essex Co. A.V.T.S., and Passaic Co. A.V.T.S.

Programs

School personnel were sent a program overview and format which listed suggested topics and the instructional team. Each school selected and suggested topics and seminar team members which they thought would be most helpful to them and their school. Therefore, supposedly, each program was individualized and relevant to the needs of the school and its faculty. The instructional team was flexible in both the subject matter offered and the approach used in its presentation. The instructional team arrived on site early to tour the school and ask questions which would help in the restructure of presentations to meet specific needs. The rather formal presentations at the early seminars soon gave way to less formal procedures in later seminars. It was learned soon that the vocational school faculty had plenty of questions to ask and wanted to focus on specific problems. The seminar team also learned that it was difficult to be aware of all the facts about a particular case in student behavior and showed

reluctance to make specific recommendations. Both groups soon learned that they had to discuss problems in student behavior though basic principles, concepts, and generalizations offered by the seminar team which then could be applied by the vocational school personnel to their individual problems.

The original intent was to have a one-day professional development seminar at each school. Four of the schools arranged for full one-day seminars, three schools had two half-day seminars each, and one school had to meet on three different days to complete the seminar program. The teachers at one school held the two half-day seminars after school hours on their own time to take advantage of the free in-service training.

The adaptation of the seminar to the needs of the school and to present it according to the time schedule requested made it impossible to have "canned presentations." The collection of papers and subject matter outlines generated for and presented at the seminars differed for each school and will not be incorporated in this report as proposed. The Ocean Co. A.V.T.S. recorded on television the seminar presented at that school and a set of tapes will be made available.

In addition, each school was provided with the following Phi Delta Kappa booklets for their teachers' library:

1. The Gallup Polls of Attitudes Toward Education, 1969-73
2. Violence in the Schools: Causes and Remedies by Michael Berger
3. In Between: The Adolescents' Struggle for Independence by Jerry Disque
4. The Teacher and the Drug Scene by John Eddy
5. Discipline or Disaster? by E. Stoops and J. Slony-Stoops
6. Aphorisms on Education by Raymond Muessig
7. What Do Students Really Want? by Dale Baughman

Finally, Parts III and IV of this report can be made available to schools as one means of providing follow-up materials which may be helpful in improving student behavior in schools.

Graduate Internship

The project proposal included the cost of a graduate intern to coordinate the various projects on student behavior in the proposed comprehensive state project. Only one other of the proposed three inter-college projects on student behavior was carried out; therefore, the coordination of all of the projects was not really necessary. This condition prompted a request for permission to use the research internship money for

three smaller projects related specifically to this project on student behavior. The projects were described as follows:

1. Employ a graduate student to do a search of the educational literature (not research oriented) on student behavior and discipline which will result in a paper or monograph with positive suggestions for vocational teachers and administrators for handling discipline problems. The paper or monograph will have an annotated bibliography (Part IV of this report).

2. Employ a graduate assistant to do a search of the research on the topic of student behavior and discipline which will result in an organized paper with a summary of findings helpful to vocational teachers and administrators. The paper will have a bibliography (Part III of this report).

3. The original proposal had as one of its objectives to evaluate the value of the training seminars in terms of improving student behavior. In addition to the original proposal, find out from vocational teachers and administrators who participated in the seminars how they think student behavior can be improved. Include these practical findings in the final report (Part II of this report).

PART II

EVALUATIONS

AN ASSESSMENT OF THE TRAINING SEMINARS

One objective of the in-service training proposal was to evaluate the one-day seminar through an assessment form completed by participants at the end of the day. A total of 309 participants voluntarily completed the entire or a major portion of the questionnaire. It is estimated that approximately 150 or nearly one-third of the participants did not return a completed evaluation form at the end of the seminar.

The seminar was offered to selected vocational schools and to the faculties of other schools that wished to cooperate. Only six of the ten schools tentatively scheduled to participate were able to arrange for the seminar program. In some of the cooperating schools, the one-day seminar had to be customized into two half-day programs and in one case it was fractionalized into three sessions. The intent was to provide a concentrated, intensive one-day program which, hopefully, would make a positive and lasting impact on the participants.

A higher percentage of the faculty was in attendance at the seminar in small schools than in large schools. In several schools most of the participants completed a questionnaire; in others the teachers seemed to find any number of ways to circumvent this activity. It appeared that most of the irregularities which related to the structuring and conducting of the seminars revolved around an aura or halo of teachers' organizations, contracts, and negotiations which adversely affected the seminars.

One almost has to conclude from the preceding paragraph that in the future as much or more attention will have to be given to teacher behavior than was given to student behavior. Educators cannot ignore teachers who reject professional meetings; are embittered, negative, and/or passive; and feel helpless, alone, and unsupported except for the teachers' organization. The gap between individual professionalism and collective teacher behavior is immense and the situation does not favor the student and learning. Teacher behavior can and does have a profound influence on student behavior. Hindsight would cause one to suggest that it might have been much more appropriate to do the first series of seminars on teacher behavior and then follow the first series with a second series on student behavior.

Demographic Data

Of the 309 participants who completed the questionnaire, 267 were teachers and 42 were administrators or quasi-administrators. Two hundred and thirty-five held regular certificates, 66 had emergency certificates, and 6 were employed on provisional certificates. More than 23% of the participants were on emergency or provisional certificates.

One hundred and sixty-two of the participants classified themselves as skills teachers, 97 as academic teachers, and 40 as related teachers. Slightly more than half of the teachers were classified as skills teachers, yet the average number of years of occupational experience (non-teaching) reported by the participants was 13 years. The participants averaged 6.64 years of teaching experience.

The average age of the 218 males and 83 females who completed questionnaires was 39.56 years. Seventy-eight completed only high school, 31 received Associate degrees, 117 were awarded Baccalaureate degrees, and 78 earned graduate degrees.

A review of the demographic data reveals that the seminar population was quite heterogeneous in terms of educational positions, certification, occupational and teaching experience, and degrees held. The data provide evidence that all participants in the target group could not be satisfied by large group instruction. The heterogeneity of the vocational educators is evidenced in the data which follow and will be discussed in comparative terms.

Overall Impression of the Seminars

Question #4 on the second page of the questionnaire was included to gather group data on the participants' overall impression of the seminar. A Likert scale of 1 to 5 or low to high was collapsed into three categories with 1 and 2 meaning low, 3 indicating undecided, and 4 and 5 meaning high. (See the questionnaire with raw data in Appendix C.) The raw data from the questionnaire, disregarding the "undecided" in column 3, were converted into percentages in Table 1 so that an analysis could be made.

Of the 309 participants who answered the questionnaire, 50 did not answer this particular question. The location of the question in the open-ended questionnaire, which prompted fewer answers, may have been the cause.

In addition to the 50 who did not answer the question, 67 participants indicated that they were undecided about how to evaluate the seminar by marking column #3. Of the remainder who did commit themselves to an overall impression, 77.5% reported that their overall impression of the seminar was high; 22.5% reported a low impression.

While Table 1 does not identify schools by name, it can be observed that generally the overall impression of the seminar by participants from the small schools was higher than it was from the larger schools. Likewise, it is also evident that generally the overall impression of the seminar by participants

TABLE 1

RATINGS BY PARTICIPANTS FOR SCHOOLS OF THEIR OVERALL IMPRESSION OF THE SEMINAR

School	Ratings of Participants					
	Low		High		Undecided	None[a]
	N	%	N	%	N	N
1	0	00.0	12	100.0	2	3
2	0	00.0	18	100.0	2	2
3	4	23.5	13	76.5	8	3
4	0	00.0	27	100.0	1	11
5	19	59.4	13	40.6	16	13
6	2	28.6	5	71.4	3	5
7	18	26.9	49	73.1	33	11
8	0	00.0	11	100.0	2	2
Total	43	22.5	148	77.5	67	50

[a]Did not answer the question on the questionnaire.

from the rural schools was higher than it was for the urban schools. Interaction between size of school (large or small) and location of school (rural or urban) was not calculated. Two schools classified as either large or urban were undergoing faculty contract negotiations at the time the seminar was presented and the faculties were upset and emotional. This intervening variable may have had some relationship on the ratings provided by the affected participants.

Specific Assessment of the Seminars

In addition to the questions eliciting an overall impression of the seminar, 25 questions were formulated to obtain more specific responses. Again, a Likert scale of 1 to 5 or "no" to "yes" was collapsed into three categories with 1 and 2 meaning "no," 3 indicating "undecided," and 4 and 5 meaning "yes." The collapsed raw data were converted into percentages in Table 2. Arbitrarily, those questions which evoked 70% or more "yes" or "no" responses were considered discriminatory and significant.

Negative responses. Only one of the 25 specific questions in the questionnaire evoked a negative response by 70% or more of the participants who marked the "yes" and "no" columns (see Table 2). The participants did not feel that they learned a "great deal" about student behavior. It could be that they learned something about student behavior but not a "great deal" about it. The response prompts one to ask if a "great deal" can be learned in one day about student behavior by teachers who have had considerable training and experience in the realm of student behavior.

Positive responses. Sixteen of the 25 specific questions in the questionnaire evoked positive responses by 70% or more of the participants who gave "yes" and "no" answers. In reacting to the seminar, 70% or more of the participants reported that the objectives of the seminar were met, that it was effective, that the program was realistic and practical, and that the teaching methods were appropriate. The participants reported that the seminar was a profitable and enjoyable experience which resulted in time and funds well spent. A major accomplishment was that the seminar developed an awareness of the need for increased humanization in schools, and an awareness of the need to initiate a planned program of activities designed to acquire new skills in interpersonal relations.

The participants reported that more seminars of this type should be provided by Rutgers, that they would recommend them to fellow teachers, and that they would attend them. The professional relationships between the vocational school faculties and the Rutgers faculty were strengthened significantly as a result of the seminars. The Traveling Seminar was an unusually

TABLE 2

NUMBERS AND PERCENTAGES OF PARTICIPANTS WHO ANSWERED SEMINAR EVALUATION QUESTIONS "NO" AND "YES", AND THE NUMBER OF PARTICIPANTS WHO WERE UNDECIDED ON HOW TO ANSWER AND DID NOT ANSWER QUESTIONS

Questions	Ratings of Participants					
	No		Yes		Undecided	None[a]
	N	%	N	%	N	N
1. Did the seminar do what it purported to do?	44	22.1	159	77.9*	90	15
2. Did you enjoy the experience?	35	15.1	196	84.9*	65	3
3. Do you feel you have profited from it?	50	21.4	184	78.6*	70	5
4. Do you perceive the seminar as effective?	51	23.4	167	76.6*	80	11
5. Will your own behavior change as a result of the seminar?	89	41.0	128	59.0	88	4
6. Will your students' behavior change as a result of the seminar?	118	69.4	52	30.6	105	34
7. Did you learn a great deal about student behavior?	140	70.7*	58	29.3	102	9
8. Do you now know more about your students and their needs?	114	58.5	81	41.5	101	13
9. Do you now know more about effective teaching and productive learning?	101	49.0	105	51.0	97	10
10. Were you brought up-to-date about information pertaining to student behavior?	96	45.7	114	54.3	88	11

TABLE 2 (continued)

Questions	Ratings of Participants					
	No		Yes		Undecided	None[a]
	N	%	N	%	N	N
11. Did you learn about positive approaches and suggestions for reducing and dealing with student discipline?	108	52.4	98	47.6	93	10
12. Did you develop an awareness of the need for increased humanization in the school(s) and especially in the classrooms?	54	25.5	158	74.5*	78	9
13. Did you develop an awareness of the need to initiate a planned program of activities designed to help acquire new skills in interpersonal relations?	51	26.8	139	73.2	93	16
14. Do you feel that the professional relationships between voc-tech teachers/administrators and faculty members at Rutgers were strengthened as a result of this seminar?	59	26.3	165	73.7*	74	11
15. Would you participate in another seminar of this type?	45	17.9	207	82.1*	46	11
16. Would you change the format of the program?	85	38.3	137	61.7	64	23
17. Would you recommend this seminar to a fellow teacher?	56	24.0	177	76.0*	68	8

TABLE 2 (continued)

Questions	Ratings of Participants					
	No		Yes		Undecided	None[a]
	N	%	N	%	N	N
18. Do you feel that other teachers would profit from the program?	40	17.4	190	82.6*	64	15
19. Should there be more seminars of this type?	40	16.6	201	83.4*	54	14
20. Was your time well spent?	66	27.2	177	72.8*	57	9
21. Was the program practical and realistic?	67	29.5	160	70.5*	73	9
22. Should this seminar be compulsory?	154	62.6	92	37.4	49	14
23. Were the funds provided for this project well spent?	56	24.1	176	75.9*	59	18
24. Were the teaching methods used appropriate for the topics presented and did they secure interest and attention?	53	24.5	163	75.5*	84	9
25. Should Rutgers provide more seminars of this kind?	43	17.8	199	82.2*	55	12

[a]Participants did not answer the question on the questionnaire.

*Questions which received decidedly "yes" or "no" answers at the 70% level or better.

good recruitment tool for admission into Rutgers teacher education programs although this was not an anticipated by-product.

Other Results

An additional benefit of this series of training seminars, not planned or anticipated, was the increased interaction of Graduate School of Education and Department of Vocational-Technical Education faculty members. Faculty from the other disciplines in the Graduate School of Education were used regularly as keynoters and consultants on instructional teams sent to the vocational-technical schools in the state. The on-site tours of the vocational facilities impressed the visiting instructional teams and the group travel to and from the schools provided for stimulating interaction among colleagues. As a result, the professional relationships were strengthened among university faculty and the status of vocational-technical education was improved considerably within the Graduate School of Education.

Conclusions

The following conclusions were drawn relative to the initial evaluation of the Traveling Seminars on Student Behavior:

1. When arranging a seminar for teachers with a local education agency, the planning should include representatives of the teachers' group as well as administrators. Even though this was done, most of the irregularities which related to the structuring and conducting of the seminars revolved around problems of teachers individually and collectively which adversely affected the seminars.

2. Hindsight would cause one to conclude that it might have been much more appropriate to offer the first series of seminars on "teacher behavior" and follow it with a second series on "student behavior."

3. Heterogeneity of the faculty of the vocational school, in terms of educational positions, certification, occupational and teaching experience, and degree held, dictates that planners of seminars should utilize small group activities to the maximum that resources permit.

4. Of the participants who committed themselves to an evaluation of the seminar, 77.5% reported their overall impression as high. The overall impression of the seminar by participants from small and rural schools was

generally higher than it was from the large and urban schools.

5. Of the 25 Likert-type questions formulated to obtain specific kinds of evaluative responses about the seminar, only one evoked a negative response by 70% or more of the participants while 16% evoked positive responses.

6. The seminar definitely developed an awareness among participants of the need for increased humanization in schools and an awareness of the need to initiate a planned program of activities designed to acquire new skills in interpersonal relations.

7. The participants wanted more and regular traveling seminars in the future and they indicated strong support in sponsoring them.

8. The professional relationships between faculties of vocational schools and Rutgers University were strengthened significantly as a result of the seminars. University faculty reported that the Traveling Seminars were unusually good recruitment tools for potential candidates to degree programs at Rutgers University.

9. The professional relationships were strengthened immensely among vocational-technical education faculty and those of other disciplines at Rutgers University. The status of vocational-technical education was improved considerably within the Graduate School of Education, Rutgers University.

The Traveling Seminars were useful and valuable to all concerned. They encouraged vocational-technical teacher educators and especially other University faculty members to visit and become acquainted with vocational schools and staffs in the state. The seminars offered a relevant and increasingly important universal topic for the in-service training of teachers and administrators. The scope of the training program was such that it made an impact on vocational educators throughout the state through various communications networks. The Traveling Seminars proved to be an efficient and effective approach for bringing in-service education to vocational teachers. For the benefit of vocational education and those in it, the seminars need to be continued with a carefully selected topic concentrated on each academic year.

The next section of this report, "Follow-Up Survey," bears out many of these initial findings.

FOLLOW-UP SURVEY EVALUATION OF THE TRAVELING SEMINARS

As outlined in the proposal for the Traveling Seminar on Student Behavior, a follow-up survey was conducted to determine the successfulness of the seminar program. The results of this follow-up survey are discussed in the following sequence: selection of respondents, design of the questionnaire, discussion of survey questions, some generalizations about the results received, and topics suggested by the respondents for programs of future seminars.

Respondents to the follow-up survey on the Traveling Seminar on Student Behavior were selected from the eight school districts participating in the seminar program. Ten persons were selected by the seminar program coordinators of each participating school district. The respondents were instructed to complete the questionnaire anonymously.

Of the 80 questionnaires distributed, all but two were completed, providing a 97.5% return. In some instances, the completed questionnaires were returned to the seminar program coordinator in the school district. In one school district, respondents returned the questionnaires in stamped, self-addressed envelopes which had been provided for them.

Because the seminar program varied from one school district to another, the questionnaire was designed to elicit general information about the overall seminar. Space was also provided for respondents to write specific comments about the program presented. Thus, while there were ten questions in the questionnaire, only nine of them asked specific information about the seminar program presented at their school. Respondents were asked to check the answer that best reflected their opinion. Three choices were provided to choose from: yes, not sure, and no. The tenth question requested respondents to suggest topics for future seminar programs. Forty-two respondents wrote comments about the seminar program or suggested topics for future seminar programs. A copy of the questionnaire and cover letters are found at the completion of this report.

The first question asked, "Was any of the information presented at the seminar useful to you since that time?" Of the 78 questionnaires returned, 77 persons indicated their feelings about the usefulness of the seminar program as follows: 51 or 66.2% checked the positive response, 22 or 28.6% checked the negative response, and 4 or 5.2% indicated they were uncertain.

In response to question 2, "As a result of the seminar, have you become more aware of the need for increased humanization in schools and especially in the classrooms?" again 77 of

the respondents replied. Forty-seven or 61% of the people responded positively to the question, 25 or 32.5% checked the negative response, and 5 or 6.5% checked that they were undecided.

Question 3 asked, "Was any of the information presented at the seminar helpful in terms of reducing and dealing with student discipline in your classroom or shop?" Only 75 of the 78 persons returning the questionnaire responded to this question. There were 20 or 26.7% affirmative and 15 or 20% undecided responses. Forty respondents or 53.3% of those answering the question checked the negative reply.

Question 4 inquired, "As a result of the seminar, do you feel you and members of the faculty and administration are more aware of current research on student behavior?" All 78 surveyed responded to the question. There were 46 or 59% positive responses, 15 or 19.2% not sure responses, and 17 or 21.8% negative responses.

All of the individuals surveyed answered question 5 which asked, "Did information presented at the seminar encourage you to discuss student behavior with other professionals in the school?" Fifty-two persons or 66.7% answered yes to the question, 3 or 3.8% answered they were uncertain, and 23 or 29.5% said they had not discussed student behavior with other school professionals as a result of the seminar.

Question 6 asked, "Did the seminar encourage you to read additional professional materials on student behavior?" All responded to this item. A positive response was checked by 31 people or 39.7%, an unsure response by 3 people or 3.8%, and a negative response by 44 people or 56.4%.

Only 77 people responded to question 7, which asked, "Was any of the information presented at the seminar helpful to you in terms of acquiring new skills in interpersonal relations?" Twenty people or 26% checked yes to the question, 23 people or 29.9% checked not sure, and 34 people or 44.1% checked no.

Seventy-eight people responded to question 8, which asked, "As a result of the seminar, do you feel there is a strengthening of the professional relationship between faculty members of the University and the vocational-technical teachers and administrators in your school?" The response indicated 42.3% felt a better relationship had been established, 25.6% were undecided, and 32.0% said no.

Question 9 asked, "As a result of the seminar, do you feel you are better able to deal with discipline problems in your classroom and shop?" Seventy-six of the 78 persons who completed and returned the questionnaire responded to this question. There were 17 persons or 22.4% who answered the

question positively, 21 people or 27.6% who were not sure, and 38 people or 50% of the respondents who answered negatively.

Table 3 summarizes the results of all nine questions.

Questions 2 through 6 reflected the stated objectives of the Traveling Seminar. Totaling the number of answers received for these five questions, there were 196 positive responses, 149 negative responses, and 41 uncertain responses. If the uncertain responses were divided proportionately to the yes and no answers and then added to the totals, the division would be 24 of the 41 responses added to the affirmative group and 17 added to the negative group. The result of this division would be 220 responses of 63% or the total responses would be affirmative, while 166 responses or 47% would be negative. The preponderance of favorable responses indicates considerable success of the seminar.

Other factors that may have influenced the answers to some of the questions on the questionnaire are the educational and teaching experience status of the population. Teachers who attended the seminar program had a great variety of educational and experience backgrounds. Some teachers are hired with an emergency certificate and no teaching experience. A person who has taught for a few years certainly has expertise not possessed by a beginning teacher. Inexperienced teachers and teachers with a few years of experience attended the seminar as did teachers with several years of teaching experience and a standard teacher's certificate. With this varied audience, information presented at the seminar might be relatively new to the inexperienced while only a review to the more experienced teacher. Also, there are teachers who might be unwilling to admit that discipline problems exist in their classrooms and shops. The positive response to question 1, "Was any of the information presented at the seminar useful to you since that time?" showing 66.2% of the respondents felt the seminar was helpful and should be the criterion for judging the success of the seminar.

Specific comments made by the respondents relative to the seminar program presented at the different schools are divided into supportive comments and suggestions relative to how the seminar format and presentations might be improved should a similar seminar program be considered at some future time. It should be remembered that the general tone of comments was favorable on the returned questionnaires. Even when comments were made on how some aspect of another seminar program might be improved, the suggestions were made in a supportive manner. Indeed, while people wrote a variety of comments about the seminar program, not one person indicated that he or she felt the idea of a seminar was a poor one or a waste of time.

TABLE 3

RESPONSES TO FOLLOW-UP SURVEY
(N = 78)

Questions	Responses						Total
	Yes	%	Not sure	%	No	%	
1. Was seminar useful?	51	66.2	4	5.2	22	28.6	77
2. Did you become more aware of the need for increased humanization?	47	61.0	5	6.5	25	32.5	77
3. Was information helpful in reducing discipline problems?	20	26.7	15	20.0	40	53.3	75
4. Are faculty and administration more aware of current research?	46	59.0	15	19.2	17	21.8	78
5. Did seminar encourage you to discuss student behavior?	52	66.7	3	3.8	23	29.5	78
6. Did seminar encourage you to read on student behavior?	31	39.7	3	3.8	44	56.4	78
7. Was information helpful in acquiring new skills?	20	26.0	23	29.9	34	44.1	77
8. Did it strengthen University and faculty relationships?	33	42.3	20	25.6	25	32.0	78
9. Are you better able to deal with disciplinary problems?	17	22.4	21	27.6	38	50.0	76
Totals	317	44.3	119	16.9	267	38.0	

Favorable comments ranged from general statements that the seminar was "a good idea," had "a good format," and had "helpful audiovisual materials" to more specific items such as one person who wrote the seminar "rekindled areas of discussion that have the tendency to be shoved aside or glossed over." Another person wrote that the seminar "made many people look at their individual programs in terms of discipline."

Several comments were made which seemed to indicate a desire for more specific information. Some people wrote that the "topics were too broad in scope," and there was "too much material for one day." Others desired information that was not so philosophical. Some expressed that they were getting "basic methodology" and being "talked down to" while others requested that the presentations be kept "simple" or "down to earth." Yet others suggested that the number of presenters be decreased so that the material could be presented in much greater depth.

Several suggestions were made relative to the seminar format. Several people requested more in-depth discussions. Other formats suggested were rap sessions where it might be possible to talk out problems, role playing, and encounter group activities. There seemed to be general interest in discussing or having the topics discussed in greater depth, that is, having specific information presented as opposed to general. A few called attention to the fact that inexperienced and experienced teachers had been combined into one group. This observation might explain why some wanted one type of information and others wanted another type. Regardless of what information people said they wanted, they all specified a desire for specific as opposed to general material.

One person's comments about the teaching profession explains, in part, the interest in and support of the respondents for the seminar program:

> I sense that teachers are concerned about [the] lack of forceful leadership. The gap between teachers and administration seems to widen as students gain more control and exercise more rights. I believe teachers feel more isolated than ever before. . . .

Suggestions for other seminar programs are varied and, no doubt, reflect the different educational needs of the respondents. Some of the topics suggested are generally covered in courses required for vocational teacher certification in this state and are, therefore, not included in this summary.

A variety of general topics were suggested for future seminar programs. Some respondents indicated they wanted specific information with respect to motivation. Others suggested a seminar on how to improve students' attendance in school and in classes. Some teachers expressed interest in evaluating

students for different purposes. Yet others suggested a seminar on school law and still other teachers asked for a seminar which would present information on the various aspects of the student-teacher relationship.

Some specific topics which were suggested were the career education concept for the county vocational-technical schools; the role and function of guidance; written and oral language problems of students; an introduction to the metric system; the cluster approach in education; and the open plan concept of education.

Lastly, other topics suggested for future seminar programs were concerned with out-of-school or school-community relationships. Some of the topics suggested were how to develop and improve school-community relationships; community resources in vocational education and updating relationships; community resources in vocational education; and updating of personal occupational proficiencies.

In order to understand better the follow-up survey, a copy of the cover letter and the questionnaire appear in Appendix E.

In summary, it can be said that the follow-up survey showed interest in continuing such in-service seminars; there was a strengthening of the professional relationship between faculty members and the University; and the seminar content was useful. To some extent, the seminar missed its mark in terms of motivating further individual study on the topic of student behavior and equipping the participants to deal better with discipline problems in the classroom and shop.

PART III

REVIEW AND SYNTHESIS OF RESEARCH FINDINGS ON SCHOOL CLIMATE, STUDENT BEHAVIOR, AND DISCIPLINE

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I. PUPIL CONTROL IDEOLOGY IN THE SCHOOLS

Pupil control is a significant aspect of the organizational life of public schools. Pupil control can be conceptualized along a continuum from a "custodial orientation" at one extreme to a "humanistic orientation" on another. Teachers with a "custodial orientation" conceive of the school as an autocratic organization with a rigid pupil-teacher status hierarchy, and the flow of communication is unilateral and downward. "Custodial" teachers view student misbehavior as a personal affront, and students are seen as irresponsible or undisciplined persons who must be controlled through punitive measures.[1]

In contrast, a "humanistic orientation" emphasizing cooperative interaction between students and teachers enables students to discipline themselves. Teachers desire a democratic atmosphere rather than imposing strict controls. There is open communications and increased student self-determination.[2]

The Teacher's Role

The concepts of custodialism and humanism provide a way of thinking about educator orientations to pupil control. In the school, teachers try to maintain and enhance their status relative to others. This involves maintaining their status relative to pupils by using various forms of punishment, sending unruly pupils to the principal's office, and reprimanding pupils in the classroom.[3] Part of the teacher's problem arises because the public school is an organization with unselected clients and because teachers are directly responsible for the control of these clients.[4]

Those directly responsible for the control of these unselected clients are more "custodial" in their control ideology than those less directly responsible for client control.

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[1] M. Rafalides and Wayne K. Hoy, "Student Sense of Alienation and Pupil Control Orientation of High Schools," High School Journal 55 (December 1971):101-11.

[2] Ibid.

[3] Donald J. Willower, Wayne K. Hoy, and T. L. Eidell, The School and Pupil Control Ideology, Monograph Number 24 (University Park, Pa.: Pennsylvania State University), p. 6.

[4] Ibid.

For example, teachers tend to be more "custodial" in pupil control ideology than principals and counselors. Also, secondary school personnel are more "custodial" than their elementary school counterparts. Elementary school pupils, as compared with secondary pupils, pose a lesser threat to teacher status because of their age, size, and relative immaturity.[5]

Teacher Socialization

Socialization deals with the acquisition of the requisite orientations for satisfactory functioning in a role.[6] Organizational socialization involves acquiring role orientation to a certain position or "status." Organizations mold the performance of personnel in order to make individual beliefs and values correspond with those of the organization.[7]

Public school teachers go through a double socialization process. During college preparation, teaching and learning focus on "ideal images and practices."[8] When new teachers enter the "real" teaching world, they are confronted with a set of organizational values different from those acquired in formal preparation. Professors of education had stressed the desirability of permissive pupil control. But "discipline" as it is actually practiced involves more authoritarian controls.[9]

More experienced teachers oppose permissiveness and have a more "custodial" pupil control ideology than do inexperienced teachers.[10] In fact, the ability to control is often equated with the ability to teach.[11] Further study has provided evidence that teacher socialization results in the adoption of a more custodial pupil control ideology as

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[5] Ibid., p. 7.

[6] Wayne K. Hoy, "The Influence of Experience on the Beginning Teacher," The School Review 76 (September 1968): 312-23.

[7] Ibid. [8] Ibid.

[9] David P. Ausubel, "A New Look at Classroom Discipline," Phi Delta Kappan 5, no. 18 (October 1961):26-28.

[10] Willower, Hoy, and Eidell, The School and Pupil Control Ideology.

[11] Donald J. Willower and Ronald G. Jones, "When Pupil Control Becomes an Institutional Theme," Phi Delta Kappan 45 (November 1963):107-9.

beginning teachers are absorbed into the teacher subculture.[12] After only one year of teaching, beginning public school teachers were more "custodial." It was also found that student teachers were significantly more "custodial" in their pupil control ideology after their student teaching experience than before.

Teacher Personality and Pupil Control Ideology

It has been shown that the process of socialization within the school subculture reshapes the control ideology of new teachers. Idealistic teachers are confronted with a "custodial" control orientation as they become part of the organization. They find that good teaching and good discipline are equated.

Personality factors are also related to pupil control ideology. The prototypic profile of the "custodial" teacher is that of a less educated, more experienced male teacher with large classes who needs orderliness, tends to be egotistical, and prefers non-intellectual to intellectual activities.[13] However, a number of individual personality dimensions were unrelated or not significantly related to pupil control ideology. Among the personality factors studied were Self-Assertion (reflects a need to achieve power and socio-political recognition) and Egoism (which reflects an extreme preoccupation with self). It can be concluded that pupil control ideology is a function of both personality and social system factors.[14]

Student Alienation and Pupil Control Orientation

A "custodial" school would be portrayed as a traditional school providing a rigid and highly controlled setting and concerned primarily with the maintenance of order. Students would be stereotyped by appearance, behavior, and parents' social status, and those who misbehaved would be controlled through punitive sanctions. In contrast, a "humanistic" school would provide a more democratic atmosphere with greater flexibility

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[12] Hoy, "The Influence of Experience on the Beginning Teacher"; Wayne K. Hoy, "Organizational Socialization: The Student Teacher and Pupil Control Ideology," Journal of Educational Research 61 (December 1967):153-55.

[13] E. Leppert and Wayne K. Hoy, "Teacher Personality and Pupil Control Ideology," The Journal of Experimental Education 40, no. 3 (Spring 1972):59.

[14] Ibid.

in status and rules, open communication, and increased student self-discipline.[15]

Today's high school students are increasingly critical of the authority of the school and its official representatives, teachers, and principals. Students who are alienated from the school may feel a sense of powerlessness (lack of personal control), a sense of meaninglessness (inability to predict outcomes), a sense of normlessness (belief that socially unapproved behaviors are required to achieve school goals), a sense of isolation (inability to accept the goals of the school), and a sense of self-estrangement (inability to find rewarding school activities).[16]

Rafalides and Hoy hypothesized that the more custodial the pupil control orientation of the high school was, the greater the total alienation of the high school students would be.

They found that the rigid and tightly controlled setting of the custodial school tended to impart a general attitude of cynicism and disrespect for the school and its operating procedures. Students also felt a sense of "powerlessness." They felt manipulated by teachers and administrators and perceived the "system" as a rigid and impersonal authority structure over which they had no control.[17]

This finding is similar to Kolesar's conclusion that the student's sense of powerlessness was significantly greater in punishment-centered bureaucratic high schools than in high schools with a representative bureaucratic structure.[18] A high school with a custodial pupil control orientation does not provide an atmosphere conducive to commitment on the part of students to their teachers.

Ralph Schroder reports "An Experiment in Student Self-Discipline" at San Benito County High School. Rather than imposing adult authority on students, the power of "group pressure" was used to enforce student discipline. He says that the power of group pressure must be a product of healthy school spirit; that students must be guided by adults in adopting basic principles of behavior; that students must be given

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[15] Rafalides and Hoy, "Student Sense of Alienation," pp. 102-3.

[16] Ibid., p. 103. [17] Ibid., p. 108.

[18] Ibid. From Henry Kolesar, "An Empirical Study of Client Alienation in the Bureaucratic Organization" (Ph.D. dissertation, University of Alberta, Edmonton, Canada, 1967).

freedom in deliberations; and that guidance, not punishment, must be stressed.[19] This concept of student self-discipline would only work in a "humanistic" school.

Implications for Teachers

The success or failure of a teacher involves the achievement of discipline in the classroom. The teacher must be able to arrange a learning environment in a manner that will enable all pupils to cooperate in desirable activities and experience satisfaction and growth.[20] An interpretation of pupil control implies many traits and competencies of the teacher. Developing these traits is important to the proper socialization of the teacher.

What traits enable some teachers to succeed in discipline while others fail? In a study analyzing the observed traits of teachers who were rated superior in school discipline, Jesse Bond found that these teachers were rated as outstanding in (1) understanding pupils, (2) maintaining effective pupil-teacher relationships, and (3) leading pupils to attain desirable goals.[21] The strong disciplinarians were rated superior in "forcefulness" and in initiative exercised in achieving objectives.

Of the 855 student teachers studied, 102 were superior disciplinarians who made significantly high scores in all qualities relating to direct contact with pupils. Both groups of teachers were judged to be socially well adjusted, conscientious in their work, and professionally minded in their relationship with colleagues and pupils. The two groups were evaluated as about equal in understanding content and in their relative ability to adapt to a variety of teaching situations.[22]

Hoy's research points out that professors of education may stress "permissive pupil control," but that effective discipline emphasizes the need for more authoritarian controls. "Democratic discipline" is a rational, nonarbitrary policy which invites the participation of children in the setting of standards whenever they are qualified to do so. Discipline is supposed to follow naturally from friendly, realistic teacher-pupil

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[19] Ralph Schroder, "An Experiment in Student Self-Discipline," Bulletin of the NASSP 41 (November 1957):72-74.

[20] Jesse A. Bond, "Analysis of Observed Traits of Teachers Who Were Rated Superior in School Discipline," Journal of Educational Research 45 (March 1952):511.

[21] Ibid., p. 514. [22] Ibid.

relationships. The teacher does not have to show he is "boss" by imposing explicit limits on behavior.[23]

Teachers seem to learn that "democratic discipline" is unworkable. Although reproof and punishment are "authoritarian," they do make the student acknowledge wrongdoing and learn moral accountability for his actions. Merely by rewarding honesty and good manners, one cannot teach children that dishonesty and idleness are unacceptable traits.[24]

Another distortion of "democratic discipline" is reflected in the popular notion that there are no misbehaving children in the classroom, but only aggressive, unsympathetic teachers. If a child misbehaves, the assumption is made that he has been prodded beyond endurance by repressive and authoritarian classroom discipline.[25]

Experienced teachers tend to develop a disciplinary policy based upon their value preferences, individual experience, and judgment. For this reason, what constitutes "good disciplinary practice" is much less a science than a matter of opinion. The main problem in the study of discipline is the tendency to "represent purely personal opinions and biases as if they were the incontrovertibly established findings of scientific research."[26]

Teachers do develop a "pupil control ideology" that stresses more authoritarian "controls." Controlling student behavior in the classroom is a complex task which is most frequently guided by the individual teacher's preferences. Recent research can help to make the entire problem of "pupil control" more understandable and more manageable.

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[23] Ausubel, "A New Look at Classroom Discipline," p. 28.

[24] Ibid. [25] Ibid., p. 29.

[26] Ibid.

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II. CAUSES AND TYPES OF BEHAVIOR PROBLEMS

The most effective kind of discipline is self-discipline, which is a matter of social growth and cooperation taught in the classroom.[1] Discipline is an educational process which should prevent conditions causing delinquent behavior.[2] It should involve "teaching and learning acceptable behavior."[3] The teacher's task is to provide "intelligent, professional guidance."[4]

Although discipline is supposed to be a "learning process" and should be "preventative" and "reformative" rather than "punitive," teachers face an array of behavior problems. Teachers maintain pupil control by imposing rules and regulations governing pupils' behavior.

An NEA Research Report revealed a number of behavior problems occurring more frequently in 1956 as compared with ten years earlier. Acts of misbehavior mentioned were "drinking intoxicants," "failure to do homework and other assignments," "impertinence and discourtesy to teachers," and "using profane or obscene language."[5] During this ten-year span, behavior problems had grown considerably worse in large urban districts as compared with small urban school districts.

The NEA Research Report also showed that older, more experienced classroom teachers tended to have less trouble with pupils than teachers in their first year. A substantially larger proportion of teachers in large school districts than of the teachers in small school districts felt they lacked the rights and authority needed to maintain effective control over the pupils.[6] Teachers who felt they had the authority they

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[1]Peter F. Oliva, "High School Discipline in American Society," Bulletin of the NASSP 40 (January 1956):1-55.

[2]Robert B. Kamm, "Restoration in Discipline," Personnel and Guidance 33 (May 1955):524-26.

[3]Henry C. Gregory, "What Practices in School Discipline Develop Better Student-Teacher Relationships," Bulletin of the NASSP 40 (April 1956):258-60.

[4]John F. Ott, "Teaching the Emotionally Disturbed Teenage Student," Bulletin of the NASSP 42 (March 1958):164-84.

[5]"Teacher Opinions on Pupil Behavior," N.E.A. Research Bulletin 34, no. 2 (April 1956):90.

[6]Ibid., p. 105.

needed had better behaved pupils and fewer troublemakers in their classes. Perhaps teachers in the large school districts do not have a voice in determining the discipline policies of their school. Teachers who had a voice in discipline policy-making reported less trouble with pupils than those who did not.[7]

One of the most interesting aspects of the study dealt with the causes of student misbehavior. Classroom teachers believed that misbehavior was related to irresponsible parents, unsatisfactory home conditions, and lack of parental supervision due to mothers working outside the home.[8]

Many causes of misbehavior are reported in the literature. Dresher compared 622 normal and antisocial students who were dropouts of the Detroit public schools to help identify the causes of potential school delinquents.[9] He concluded that the "seeds of delinquency" grew in the soil of poor pupil relationships, unsolved personal problems, and frustration. Problem behavior results from social inadequacy, social disorganization, and moral and social deprivation that results in social abandonment and delinquency.[10] Dresher reported a number of factors peculiar to potentially delinquent youth: (1) drops out of school early, (2) fails subjects (3) is frequently absent, (4) is rated a poor school citizen, (5) fails to get along with other students, (6) does not have a feeling of belonging, (7) shows little school spirit, and (8) participates little, if at all, in extracurricular activities.[11]

Social class background and misperceptions of such may contribute to delinquency. In a study of 385 students in grades 9 through 12, Reeves and Goldham hypothesized that maladjustment results when a student perceives himself in a different social class from what his observable status characteristics (parent's occupation) seem to indicate.[12] They found some indication that such students had a record of more frequent referrals to the school principal for disciplinary reasons. Because these students had "disturbed peer relationships," they were probably more easily disposed to delinquent behavior than those whose perceptions were more in line with their status.

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[7] Ibid. [8] Ibid., p. 106.

[9] Richard Dresher, "Seeds of Delinquency," Personnel and Guidance Journal 35 (May 1957):598.

[10] Ibid. [11] Ibid.

[12] J. Mason Reeves and Leo Goldham, "Social Class Perceptions and Social Maladjustment," Personnel and Guidance 35 (March 1957):414-19.

A study by Goff of minority group children indicated that feelings of inadequacy may relate to potential delinquency.[13] The children lacked adequate self-confidence in the areas of academic proficiency, ambitions, goals, and worth of self. Only in the area of "competitive activities" did they rank themselves adequate.

Jacques reported on the use of tests in predicting juvenile delinquency proneness.[14] She concluded:

> Delinquent boys and girls . . . tend to have more impoverished backgrounds and are more lacking in richness of experience than are typical boys and girls. In ideals and values, delinquents seem to have lower standards. Ego ideals that are related to social, educational and recreational experience were characterized by two elements: (1) a tendency to exhibit ego-defensiveness behavior and (2) a general insensitivity to conventions and mores. Typical youth seemed to solve their problems by more positive and constructive endeavor.

It was also noted that delinquent youth had greater emotional instability, greater irritability, low tolerance level, social isolation, lack of responsibility, and vascillating emotions. They tended to solve their problems by means of withdrawal, competition, or aggression while typical youth solved problems using more cooperative methods.

Finally, a study by Dolger and Ginandes showed that students in different social classes have different attitudes toward discipline.[15] The researchers studied the responses of high- and low-class students to specific behavior problem situations. They found that the students from lower social classes held the individual more directly responsible for his behavior and viewed punishment as an effective corrective measure. They suggested corporal punishment, whereas children from the higher social classes suggested reforms in the environment and attributed misbehavior to unhappy experiences at home and school.

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[13] Regina M. Goff, "Some Educational Implications of the Influence of Rejection on Aspiration Levels of Minority Group Children," Journal of Experimental Education 23 (December 1954): 179-83.

[14] Odelia M. Jacques, "Predicting Juvenile Delinquency Proneness by Group Tests," Personnel and Guidance 36 (March 1958):489-92.

[15] Laura Dolger and Janet Ginandes, "Children's Attitude Toward Discipline as Related to Socio-Economic Status," Journal of Experimental Education 15 (December 1947):161-65.

Types and causes of misbehavior problems are varied and in many cases have roots in the individual's social background. Although the teacher may not be able to solve personal problems, constructive efforts can be made to manage classroom behavior. The next sections will deal with class management and changing student behavior.

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III. PRINCIPLES OF CLASSROOM MANAGEMENT

Why Students Make Trouble

Students misbehave for a number of reasons:

1. They may be ignorant of classroom rules. When they do not know the ground rules, they try to find out what they can "get away with." Kounin, Gump, and Ryan found that even kindergarten children were able to differentiate between the verbal and actual rules of the classroom after the first week of school.[1]

2. Many young students see conflicting rules. Some boys have learned that the way to gain status in their neighborhood is to knock down every kid who taunts them. But behaviors learned in the neighborhood are improper in the school.[2] Other child behaviors are imitations of some adult model. This model may not behave in ways acceptable in the classroom.

3. Frustration increases deviancy. Yarrow demonstrated that aggression increased after children experienced failure.[3] Sources of frustration are the teacher, other students, and activities. Peer approval is a strong, basic need that motivates students' behavior.[4] Lorber found that children who were socially unacceptable to their classmates acted in a disruptive, attention-seeking manner.[5]

4. Displacement of feelings upon the people in the school may account for deviancy. These feelings may be instilled by hostile or aggressive parents and unhappy home

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[1] J. S. Kounin, P. V. Gump, and J. Ryan, "Explorations in Classroom Management," Journal of Teacher Education 12 (1961):235-46.

[2] W. C. Kvareceus, Juvenile Delinquency and the School (New York: World Book Co., 1945).

[3] M. R. Yarrow, "Problems of Methods in Parent-Child Research," Child Development 34 (1963):215-26.

[4] L. J. Cronbach, Educational Psychology (New York: Harcourt, Brace, and World, 1963).

[5] N. M. Lorber, "Inadequate Social Acceptance and Disruptive Classroom Behavior," Journal of Educational Research 59 (1966):360-62.

situations.[6] A student may be "difficult" in one class because of a negative experience in another class.

The behavior of teachers can cause misbehavior:

1. The "absolute dictator" establishes a permanent atmosphere of frustration in the classroom, "rewarding only the willing serf for his efforts."[7] Students are driven to displace their hostility in destructive ways. If the teacher tries to play the role of a dictator and fails, students cohere against the teacher and victimize any students who like him.[8]

2. The teacher who tries to be a "nonentity" may be in trouble. Students need structure and direction in the classroom. A study by Ralph Simon and George Thompson looked at teacher actions desired by pupils in certain classroom situations involving "problems"--tardiness, cheating, homework, and the teacher's leaving the room.[9] The children did not want their misbehavior to be overlooked or to remain uncorrected. They rejected the possibility of the teacher's doing nothing about their misbehavior and wanted a rationally ordered and structured classroom situation.

What Are Outcomes of Good Control?

1. The deviancy must cease.

2. Contagion must be inhibited. Do not make deviants out of the rest of the class.

3. Human relations must be maintained. Before deciding how to handle a deviancy, it is important to consider how it will affect the deviant's relationship with his classmates and

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[6] J. E. Thurston, J. F. Feldhusen, and J. J. Benning, Classroom Behavior: Background Factors and Psycho-Social Correlates (Madison, Wis.: State Department of Public Welfare, 1964).

[7] Fritz Redl, "Group Emotion and Leadership," Psychiatry 4 (1942):513-96.

[8] Ibid.

[9] Ralph Simon and George Thompson, "A Study of Teacher Actions Desired by Pupils in Certain Classroom Situations: Motivating Children to Overcome Problem Tendencies," Quarterly Journal of Child Behavior 2 (1950):86-97.

the teacher.[10] A control technique which decreases a deviant's status in the eyes of his classmates may trigger more problems than it solves. When the deviancy is over and everyone has forgotten what has happened, the teacher and deviant must continue to interact so that learning can take place.

4. Learning must become more efficient. Deviancies themselves cause multiple distractions. If the teacher reacts to the deviancy with a highly emotional threat, he produces still more distracting disruption. This does not lower the number of later deviancies that witnesses may perform. Also, threats cause witnesses to lower their estimation of the teacher's helpfulness, likeability, and fairness. As a result, the control technique disrupts the learning experience to a greater extent than the deviancy itself.[11]

5. Learning must become more desirable. Control techniques that elicit negative feelings from deviants and their classmates build up emotional barriers to further learning.

Constructive Control

1. Reduce frustration by offering students remedial help. If a child cannot understand how to work a mathematics problem, he is likely to resort to distractions.[12] It is important to diagnose students' needs.

2. Establish routines. Cellar found that teachers with set routines had fewer disciplinary problems.[13] "The practice of routinizing various classroom procedures such as the distribution of paper, copying of the assignment, and entering and leaving the room is a practice closely associated with effective discipline."[14]

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[10] William J. Gnagey, "Controlling Classroom Misbehavior" (Washington, D.C.: National Education Association, 1965), p. 11.

[11] Ibid.

[12] F. Redl and W. Wattenberg, Mental Hygiene in Teaching (New York: Harcourt, Brace, and World, 1959), Chapter 13, "Influence Techniques."

[13] S. Cellar, "Practices Associated with Effective Discipline," Journal of Experimental Education 19 (1951): 357.

[14] Ibid.

3. Remove temptations.[15]

4. Let a student "get over" his "problem" with a non-punitive "exile."[16]

5. Use past experience as a basis for deciding what classroom activities are workable and interesting.[17]

6. Provide "comic relief" from an uncomfortable situation.

7. Allow for "catharsis" when a great deal of hostility has been built up by the multiple frustrations of a school program. This can involve games or "gripe sessions."[18]

Control Must Activate Student Motives

Control techniques must activate the positive motivation already present within most students.

1. "Signals," such as a frown or shaking the head, may need to be used to get the deviant back to work.[19]

2. When boredom hits, "motivational recharging" may be necessary. Cellar's research noted that "the practice of using all available equipment and visual aids to embellish and enrich a lesson so as to interest and promote the learning growth of students is closely associated with effective discipline."[20]

3. Emphasizing the importance of the work and presenting the subject matter in a vital and interesting manner is essential to maintaining the interest and enthusiasm of pupils. The subject matter itself can act as a check to incipient misbehavior and is associated with good discipline.[21]

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[15]F. Redl and D. Wineman, The Aggressive Child (Glencoe, Ill.: Free Press, 1957).

[16]Redl and Wattenberg, Mental Hygiene in Teaching.

[17]William J. Gnagey, The Psychology of Discipline in the Classroom (New York: The Macmillan Co., 1968), p. 39.

[18]Ibid., p. 40.

[19]Gnagey, "Controlling Classroom Misbehavior."

[20]Cellar, "Practices Associated with Effective Discipline."

[21]Ibid.

4. "Defining the limits" of behavior enables students to make a connection between behavior, its consequences, and its causes.[22]

5. A "postmortem" session after a deviancy has been committed enables the teacher to identify the causes of the misbehavior so that the student can avoid it in the future.[23]

Understanding the "Ripple Effect"

By dealing with the deviancy of one student, teachers are actually dealing with the entire class. The effect of disciplinary measures on the audience is called the "ripple effect." How the teacher's method of handling the misbehavior of one child influences other children is a question which is the subject of a number of research investigations conducted by Jacob Kounin, Paul Gump, and James Ryan.[24]

The first factors to be studied were the variables operating at the time of the desist technique (i.e., the teacher's method of handling the misbehavior of one child).

1. Threatening vs. Supportive Desist Techniques. Four classes, two of which were taught by a young instructor of educational methods, and two of which were taught by an older professor of psychology, were the subject of the study. In each class a male student arrived late. The instructor delivered either a "threatening" or a "supportive" desist technique. The "threatening" technique was saying "this cannot help my evaluation of you and your grade." The "supportive" technique involved offering the latecomer help in acquiring lecture material that was missed.

Data indicated that the "threatening" technique lowered the judgments of the instructor's helpfulness, likeability, and fairness. It also raised classroom tension. In the case of the young instructor--but not for the professor--the differences between techniques produced changes in ratings of the instructor's competence in his subject area, and in the freedom of the students to communicate with the instructor.[25]

The conclusions of this study were that the prestige of

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[22] Gnagey, Psychology of Discipline, p. 43.

[23] Ibid., p. 44.

[24] Kounin, Gump, and Ryan, "Explorations in Classroom Management," pp. 235-46.

[25] Ibid., pp. 236-37.

a teacher does make a difference and that the two methods of handling misbehavior produced statistically different results. However, the generalizability of the results was limited because most of the students felt that the behavior of the instructor was atypical.

2. Punishing vs. Reprimanding vs. Ignoring. In an experiment with eighth- and ninth-graders, Kounin, Gump, and Ryan investigated whether qualities of a desist technique made any difference in audience-pupils' reactions.[26] Three types of desist techniques were used: (1) punitive, intense ("Hey, you, who do you think you are? Now sit down! If you ever do that again, I'll really make trouble for you"; (2) a simple reprimand in a matter-of-fact tone ("Don't do that again. Please sit down in your seat now"; and (3) ignoring the misbehavior.

The punitive technique resulted in the subjects' rating the behavior as "most serious," the degree of interference with attention to the task as "greatest," the teacher as "making too much of an issue" over the event, the experience "most discomforting," and the teacher "best able to maintain order in a class of tough kids."

The simple reprimand produced the highest ratings for teacher fairness and also resulted in the subjects' reporting their paying more attention to the lesson following the event. The teacher was judged as able to maintain order in most classes.

Subjects witnessing "ignoring" thought the misbehavior would most likely recur, but rated the teacher highest in her degree of liking her pupils.

3. Clarity, Firmness, and Roughness. In another study, 26 kindergarten classes from a range of socioeconomic and ethnic backgrounds were studied. When 406 incidents were analyzed, it was possible to characterize the teachers' desist techniques and the behavior of the audience-children before and after the teachers' intervention.[27]

The qualities of the desist technique were rated along dimensions of: (1) clarity (defining the deviancy and stating what to do to stop it); (2) firmness (conveying an "I mean it" quality); and (3) roughness (angry remarks or looks, or punishment).

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[26] Ibid., pp. 237-38.

[27] Jacob S. Kounin and Paul V. Gump, "The Ripple Effect in Discipline," Elementary School Journal 59 (December 1958): 158-62.

The reactions of the children were classified as (1) no reaction; (2) behavior disruption (overt signs of fear, anxiety, restlessness); (3) conformance (stops a deviancy of his own and behaves even better); (4) nonconformance (engages in a misbehavior of his own); and (5) ambivalence (both conforms and misbehaves).

Statistically significant differences were obtained in the overt behavior of the audience-children as related to the teachers' desist technique. Techniques of increasing "clarity" resulted in increased "conformance," but had no effect on "behavior disruption." Techniques of increasing "roughness" had no effect on "conformance or nonconformance" but did increase "behavior disruption."

Some conclusions were: (1) what teachers do makes a difference; (2) children had less of a reaction to the desist techniques as they became more familiar with the teacher and the situation; and (3) "firm" techniques had a greater effect on students who were interested in the deviancy.

4. The Effects of Punitiveness. Another study was on the influence of the teacher's punitiveness upon students' attitudes toward misconduct.[28] Children with "punitive" teachers showed more preoccupation with aggression--their misconducts were more serious, their targets suffered more harm. They had more conflicts and were more unsettled about misbehavior in school. In general, the punitiveness of teachers detracted from the children's concern with school-unique values.

In contrast, the children with nonpunitive teachers had greater trust in their teachers and had fewer conflicts about misconduct. They believed that certain behavior was "bad" and talked more about learning, achievement losses, and violations of school-unique values and rules.

5. Task-Focus vs. Approval-Focus. Another study dealt with the relationship between discipline and the teacher's method of exerting power and influence.[29] Alden hypothesized the following bases for teacher power and influence: the coercive role (the teacher as one who can punish); the "legitimate" role (the teacher as official leader); reward; pupils' liking

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[28]Jacob S. Kounin and Paul V. Gump, "The Comparative Influence of Punitive and Nonpunitive Teachers upon Children's Concepts of School Misconduct," Journal of Educational Psychology 52 (1961):44-49.

[29]Elizabeth Alden, "The Effects on Non-Target Classmates of the Teacher's Use of Expert Power and Liking Power in Controlling Deviant Behavior" (doctoral dissertation, Wayne State University, 1959).

for the teacher, and teacher expertness.

Teachers were introduced as either a "high expert" or a "low expert," and as either "high liking" (very fond of children) or "low liking" (not caring about children). Some desist techniques focused upon liking and teacher approval, and other desist techniques related to expertness and focused on the task.

One of the most impressive findings was: in all cases, desist techniques focusing upon the task were more effective in eliciting desirable student reactions than desist techniques focusing upon the teacher's approval. In all groups, task-focused desist techniques increased audience-children's ratings of the teachers' skill in handling children and increased their rated degree of interest in the subject.

When an "expert" teacher used a task-focused desist technique, it increased the children's judgment of how much she liked pupils and would be inclined to reward pupils; it resulted in the pupils considering the deviances she corrected as being more serious and feeling less inclined to misbehave themselves; and it led to a greater amount of information recalled by the pupils from the lecture itself. A teacher with "high liking" for children and "high expertness" who used task-focused techniques made pupils feel more inclined toward discussing personal matters with her.

6. The Deviant's Reaction and Prestige. An experiment by Gnagey was directed at two questions: (1) What is the effect of the deviant's reaction to a teacher's desist technique upon audience-pupils? and (2) Does the prestige of the deviant among his classmates influence audience-pupils' reactions to the event?[30]

Two deviants (one high-influence and one low-influence) were trained to behave in a "defiant" manner to the teacher's desist technique, and two deviants were trained to act in a "submissive" manner. Pupils who witnessed the deviant submit to the teacher rated the teacher as "more capable of handling kids," and as more expert in conducting the lesson. They also rated the desist technique as fairer.

For boys, the high-influence male's reaction had a greater effect than the low-influence male's reaction. This indicated the audience-pupils' motivation to identify with a same-sexed person in a high prestige position.

The second group of factors studied by Kounin, Gump,

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[30]William J. Gnagey, "Effects on Classmates of a Deviant Student's Power and Response to a Teacher-Exerted Control Technique," Journal of Educational Psychology 51 (1960):1-9.

and Ryan were the "prevailing variables," such as the audience-pupils' motivation to learn and their liking for the teacher.

An interview study was conducted with 125 students who were just entering high school. They were interviewed between the fourth and tenth day of their attendance at high school and again three months later. The interview centered around their description of a most recent incident when another student engaged in a misbehavior which the teacher did something about. Reports of two such incidents were obtained: one based on a class in which he was determined to learn the subject matter and one relating to a class in which he was least determined to learn the subject matter.[31]

The hypothesis was that a student with a goal of learning the subject would react differently to a deviancy event than a student without such a goal. A misbehaving student would be a barrier to a student with a goal of learning, and a teacher effort to remove this barrier would be reacted to favorably.

The findings were: (1) in high motivation-to-learn classes, the students rated deviancies as more disturbing and serious and desist techniques as more fair; and (2) in low motivation-to-learn classes, students thought teachers "made too much of an issue" of the incident.

The investigators realized that "liking for the teacher" may be the factor influencing students to "take the teacher's side" as opposed to the deviant and to approve of how the teacher handled the deviancy. They proposed a theory of commitment--including the variables of motivation to learn a subject and liking for the teacher. The students' reactions were categorized as: (1) task-related reactions having to do with students' orientation to official classroom requirements; (2) teacher evaluations having to do with favorable or unfavorable evaluations of the teacher's behavior in a desist event; and (3) deviancy judgments in which an evaluation of the teacher is not involved.

The results showed that students' reactions to desist events were determined by the nature of the "commitment" and its related effect. Task-related effects were determined by motivation to learn the subject, independent of liking for the teacher. Reactions having to do with evaluations of the teacher were determined by liking for the teacher, independently of motivation to learn.

Since liking for the teacher stands out as an important variable influencing a student's evaluation of a desist event,

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[31]Kounin, Gump, and Ryan, "Explorations in Classroom Management," p. 144.

it should be pointed out that the role of teacher carries unique properties in terms of what is associated with being liked. Osborne's coding of students' descriptions of both liked and disliked teachers found that task property descriptions were predominant, e.g., "explains well," "assigns the right amount of homework."[32] Liking for the teacher correlated with ratings of both task proficiency ("ability to get subject across") and managerial proficiency.

Managing Emotionally Disturbed Children in Regular Classrooms

The studies of emotionally disturbed children in regular classrooms were conducted with the use of television cameras.[33] The first investigation indicated that teachers who were successful in managing the behavior of nondisturbed children in a classroom were also successful in managing the behavior of emotionally disturbed children.

The second study showed that emotionally disturbed children manifested less school-appropriate behavior than other children. However, there was a high correlation between the behavior of disturbed children and the behavior of the other children. Correlations between the teacher-style variable and the children's behavior were in the same direction and approximate magnitude for both nondisturbed and disturbed children.

The conclusion that can be drawn from both studies is that teacher techniques involving group management have about the same effect on emotionally disturbed and upon nondisturbed children. The business of running a classroom is based upon a complicated technology directed toward developing an effective learning program; programming for progress, challenge, and variety in learning activities; initiating and maintaining group and individual movement in classroom tasks; observing and eliciting feedback for many different events; directing actions at appropriate targets; and doubtless others.[34]

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[32] K. Osborne, "Saliencies in Students' Perceptions of Teachers (doctoral dissertation, Wayne State University, 1962).

[33] J. S. Kounin, W. V. Friesen, and A. E. Norton, "Managing Emotionally Disturbed Children in Regular Classrooms," Journal of Educational Psychology 57 (1966):1-13; J. S. Kounin and Sylvia Obradovic, "Managing Emotionally Disturbed Children in Regular Classrooms: A Replication and Extension," The Journal of Special Education 2, no. 2 (Winter 1968):129-35.

[34] Kounin and Obradovic, "Managing Emotionally Disturbed Children in Regular Classrooms," p. 135.

Important Managerial Techniques

The videotape studies conducted by Kounin delineated concrete aspects of teacher behavior leading to managerial success.[35] They were:

1. "Withitness": The demonstration by the teacher that she knows what is going on (selects correct deviancy targets on time).

2. "Overlappingness": Handling two issues simultaneously but not becoming immersed in one issue to the exclusion of the other.

3. "Smoothness-jerkiness" dimension: Making transitions from one activity to another efficiently.

4. Providing "learning-related variety": Making changes in type of cognitive challenge, geographic location, etc.

Techniques which correlated negatively with managerial success were:

1. Movement slowdowns and drags resulting from:

   a. Overemphasizing papers, pencils, "sitting straight."

   b. Having individuals move when the group should move as a whole.

   c. Teacher overtalk.

These techniques are not techniques of controlling misbehavior. Rather, they are techniques that create an effective classroom ecology, which apply to the group, and not merely to individual children. The management of classroom behavior involves initiating and maintaining movement flow, aiming teacher actions at appropriate targets, and a number of related variables.

Implications for Teachers

A. Types of Techniques

1. Clarity produces better results.

2. Increased firmness increases conformance of the deviant

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[35] Jacob S. Kounin, "An Analysis of Teachers' Managerial Techniques," Psychology in the Schools 4 (1967):221-27.

and witnesses who are interested in the deviancy.

3. Focus affects control.

   a. Task-focused techniques elicit more desirable student reactions. Children raise their estimates of the teacher's skill in handling children and gain more interest in the subject being taught.

   b. Task-focused techniques are especially effective with students who are convinced that the teacher is an expert in subject matter. Students rate the deviancy as being more serious and learn more. As the teacher's subject-matter expertness increases, so does his ability to control misbehavior.

4. Avoid threatening control techniques.

   a. They produce disruptive behavior among classmates.

   b. They do not prevent later deviancies.

   c. Witnesses lower their estimation of the teacher's likeability, fairness, and helpfulness.

B. Characteristics of the Deviant

1. Study class "leaders" and "high-prestige" people develop control techniques that cause these "leaders" to acquiesce. If techniques are successful with a few leaders, you will gain more effective control over the entire class.

   a. Witnesses who see a deviant submit to a teacher's control technique rate that teacher as more capable of handling children than when the deviant responds in a defiant manner.

   b. Classmates who witness submissive responses to control techniques judge the techniques to be fairer than do those who see deviants defy a teacher.

   c. A reaction of a deviant is far more influential if his classmates hold him in high regard.

C. Characteristics of the Witnesses

1. The more interesting a subject, the more effective a teacher's control efforts become. There is lower incidence of deviancy in interesting classes.

   a. Highly motivated students rate deviances as more disturbing and more serious. They see control techniques as more fair and take the teacher's side in conflicts with class deviants.

b. Low-motivated students see control techniques as angry and punitive.

2. Students' motivation influences their perception of the teacher.

a. Highly motivated students use more task-relevant descriptions of the teacher (i.e., competence in explaining).

b. Low-motivated students emphasize non-task attributes of the teacher, such as personal qualities.

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IV. APPLYING PSYCHOLOGY TO DISCIPLINE

The research was reviewed relating to the role played in each disciplinary episode by the deviant, the teacher, the control technique, and the audience-students. It is possible to explain student behavior in the classroom by using psychological theory.

What Changes Student Behavior?

First, a student will behave in ways that he believes will advance him toward goals and protect him from harm. Students look for "cues" which will indicate which way to act, and also when and where a profitable response might be made.[1]

Why Do Control Techniques Work?

The effectiveness of many control techniques is due to the way the teacher handles the goal situation with his students. The teacher should try to make academic goals explicit, to remove temptations, and to provide "motivational recharging" when necessary. "Task-focused" disciplinary techniques are effective because they emphasize the connection between behavior and the academic goals of the classroom.

Highly motivated students are those who pursue the subject-matter goals of the classroom. A "prestigeful deviant" is a student whom other pupils wish to copy. His goals are attractive to those who identify with him.

The teacher is responsible for giving cues concerning approved classroom deportment. The absence of recognizable cues invites random trial and error. "Clarity" and "visual prompting" make cues obvious to the deviant and to audience-students. Establishing routines is an agreement about what responses are appropriate in response to certain cues. "Post mortems" make students aware of important cues after a situation has occurred.[2]

Teachers also control reinforcement. It is in the way that an action pays off that exerts the most potent influence on student behavior. Appropriate behavior must be worth the student's while. Actions that do not bring the student closer to one or more of his goals tend to disappear. However, if a

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[1] William J. Gnagey, The Psychology of Discipline in the Classroom (New York: The Macmillan Co., 1968), pp. 57-61.

[2] Ibid., p. 62.

deviancy is reinforced even once in a while, it may be repeated over and over again.

As soon as a deviant discovers the system and realizes that he cannot beat it, his behavior tends to improve. Some psychologists say that unreinforced deviancy becomes extinct when approved behaviors are reinforced.[3]

The "absolute dictator" restricts the range of appropriate behaviors to such an extent that frustration results. The "nonentity" refuses to exert control over the "payoffs" and leaves the student to his own devices.

Control techniques owe their effectiveness to the payoff pattern in the classroom. "Punishment" arranges for a painful payoff and suppresses the forbidden behavior in the future. A "post mortem" shows the cause and effect relationship between certain behaviors and their payoff after the fact. "Clarity" calls attention to a misbehavior and points our preferred actions. "Firmness" is the teacher making sure that the classroom situation pays off according to the rules he has enunciated.[4]

In conclusion, to teach acceptable classroom behavior, the teacher should: (1) make behavioral objectives clear and specific; (2) improve the quality of behavioral cues; and (3) give and withhold reinforcement; this means reinforcing desirable behavior and keeping undesirable responses from being rewarded.

The Psychology of Punishment

Ralph Simon and George Thompson studied teacher actions desired by pupils in problem situations in the classroom.[5] The children were given four problem situations and asked to identify how they thought the teacher would respond and how they would have liked the teacher to respond.

The results indicated a large discrepancy between teacher actions and pupil desires. Students said they preferred democratic treatment from their teachers, but that they received authoritarian treatment. The pupils' responses to the way they thought the teacher would respond involved 50-80% disciplinary or punitive actions.

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[3] Ibid., p. 63. [4] Ibid., p. 64.

[5] Ralph Simon and George G. Thompson, "A Study of Teacher Actions Desired by Pupils in Certain Classroom Situations: Motivating Children to Overcome Problem Tendencies," Quarterly Journal of Child Behavior , (1950):86-97.

The researchers concluded that children can observe, evaluate, and criticize teachers' responses to problem situations. The children (who were eighth-graders) were also capable of suggesting constructive action for dealing with their own problems. They wanted explanations for what they were asked to do and wanted guidance in reaching these goals.

In reality, punishment is a well-known instrument of social control. Observations of teachers in scores of classrooms has revealed that punishment is used by most teachers as an instrument of control "to satisfy their needs as teachers rather than as an instrument of learning to satisfy the needs of pupils."[6]

Research on the effects of punishment shows that it may induce improved behavior but that it does not erase bad habits. An experiment by Hollenberg and Sperry showed that verbal punishment subsequent to aggression decreased the behavior, but only temporarily.[7] Azrin found that punishment merely suppressed the undesired behavior, which recurred when the punishment was discontinued. Not only did the behavior reoccur, but often at much higher frequencies than were observed prior to the initiation of punishment.[8]

Whether or not punishment serves learning through the information it provides depends in part on how motivated the pupil is to learn. If he is not motivated to learn, it is doubtful that he will use the information provided him. But if he wants to learn, then any "clues" as to the responses he should or should not make to achieve his goal may be eagerly sought and assimilated.[9]

Also, there is reason to believe that a child responds more avidly to punishment when his past experience has rewarded him with responses from others. The child who has known little approval or affection will respond hardly at all to punishment because there is no promise of reward if he changes his behavior. When punishment "hurts" and produces recognizable anxiety,

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[6]Perceval M. Symonds, "What Education Has to Learn from Psychology, III. Punishment," Teachers College Record 57 (1956):457.

[7]E. Hollenberg and M. Sperry, "Some Antecedents of Aggression and Effects of Frustration in Doll Play," Personality 1 (1951):32-43.

[8]N. H. Azrin, "Sequential Effects of Punishment," Science 131 (1960):605-6.

[9]Symonds, "What Education Has to Learn from Psychology," p. 458.

it loses its educational value.[10]

Many psychologists have espoused the theory that punishment is an ineffective means of controlling behavior. However, the effectiveness of punishment is determined by factors such as the timing of punishment, the presence of an alternative to the punished response, the scheduling of punishment, and the relationship of the punishing agent to the one being punished.[11]

Punishment initiated early in a sequence of behaviors is more effective than punishment administered late in the sequence. Walters, Parke, and Cane showed that one can more easily suppress or weaken behavior if one punishes a child as he begins to engage in an undesired behavior rather than if one waits and punishes the child after he has spent considerable time engaging in disruptive behavior.[12]

Teachers should punish particularly disruptive behavior (i.e., swearing) or else other children will view the teacher's nonreaction as a sign that engaging in such behavior is permissible.[13]

What an adult does to a child who engages in undesired behavior may have important effects on children who observe the interaction. If a child watches another engage in undesired behavior and then receive punishment for engaging in that behavior, he will not engage in the undesired behavior as frequently as if there were no consequences for that behavior.[14]

In conclusion, (1) Punishment will not erase a bad habit, and it does not teach correct behavior; (2) Retribution, or "getting back at a pupil who has made you angry," may suppress the deviancy temporarily. The longer the duration of the punishment, the longer the punished response will be suppressed; and (3) Restitution, or trying to direct the deviant toward more acceptable behavior, makes use of reinforcement to reduce deviancy. Punishment of the deviancy is most effective when it

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[10] Ibid., p. 459.

[11] K. Daniel O'Leary and Susan G. O'Leary, Classroom Management: The Successful Use of Behavior Modification (New York: Pergamon Press, Inc., 1972), pp. 151-55.

[12] Richard H. Walters, Ross D. Parke, and Valerie A. Cane, "Timing of Punishment and the Observation of Consequences to Others as Determinants of Response Inhibition," Journal of Experimental Child Psychology 2 (1965):10-30.

[13] O'Leary and O'Leary, Classroom Management, p. 154.

[14] Walters, Parke, and Cane, "Timing of Punishment."

stimulates the deviant to act out a proper alternative behavior that can be reinforced. The unrewarded deviant behavior should disappear. The "good" behavior must be made gratifying, and the rewards must be appropriate to the personal needs of the student.

"Shaping" Proper Behavior

"Having one's errors pointed out is less effective for learning than having one's correct responses acknowledged."[15] Punishment is not the most effective means of controlling aggressive behavior in the classroom. "Shaping" behavior involves praising appropriate behavior and ignoring disruptive behavior.

To shape behavior, the teacher must begin with the behavior that the child displays. The object is to reinforce approximations of the desired behavior. As the child improves, the teacher requires his behavior to be more and more like the desired behavior. As the terminal behavior is reached, the frequency of reinforcement can be reduced.[16]

A number of case studies have dealt with controlling behavior in the classroom:

1. Zimmerman and Zimmerman were able to control the tantrums of an 11-year-old boy by ignoring his behavior and reinforcing correct responses. His disruptive behavior became extinct because it no longer enabled him to obtain adult concern.[17]

2. LeHomme described the pandemonium of the first day in a nursery school. The teacher's commands (i.e., to sit down) had no effect. Then the teacher decided to reward constructive classroom behavior with the children's "favorite" behavior, "running and screaming." The teacher signaled for "running and screaming" to begin, and the children discovered that following her suggestions paid off. The teacher was able to maintain control during the lessons.[18]

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[15] Symonds, "What Education Has to Learn from Psychology," p. 458.

[16] O'Leary and O'Leary, Classroom Management, pp. 87-90.

[17] E. H. Zimmerman and J. Zimmerman, "The Alteration of Behavior in a Special Classroom Situation," Journal of the Experimental Analysis of Behavior 5 (1962):59-60.

[18] L. E. Homme et al., "Use of the Premack Principle in Controlling the Behavior of Nursery School Children," Journal of the Experimental Analysis of Behavior 6 (1963):544.

3. A similar study was conducted by Brown and Elliott in a nursery school class of 27 three- and four-year-olds. Teachers were instructed to ignore all aggressive acts and reward only cooperative, peaceful behavior. The result was an increase in friendly, cooperative responses. Beforehand, the boys had used aggressive acts to commandeer adult attention. When the teacher did not punish aggressive acts, then aggressiveness no longer guaranteed adult attention.[19]

4. O'Leary and Becker described a successful "token reinforcement" program set up in a third-grade class. A "rating procedure" was used to reinforce good behavior. The teacher ignored deviant behavior and rewarded good behavior with "points" adding up to prizes. Group points were assigned for the total class' "good" behavior, and popsicles were awarded to all after enough group points were accumulated.

Afterwards, deviant behaviors were substantially reduced and the learning situation improved. The point system offered new behavioral cues. Before, deviant behavior had commanded adult attention. Now, however, misbehaving children were ignored; it seemed useless to imitate them.[20]

5. A number of studies have shown that teachers with various personalities and backgrounds can be trained systematically to control their own behavior in ways which will improve the behavior of the children they are teaching. Many problems can be handled with teacher attention and praise. However, ignoring disruptive behavior without concommitant shaping of appropriate behavior can lead to an increase in disruptive behavior.[21]

Teachers found that the technique of praising a child who was showing an appropriate behavior when another was misbehaving was especially effective. The combination of ignoring deviant behavior and reinforcing an appropriate behavior was critical. This technique also kept the teacher from attending

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[19] P. Brown and R. Elliott, "Control of Aggression in a Nursery School Class," Journal of Experimental Child Psychology 2 (1965):103-7.

[20] K. D. O'Leary and W. C. Becker, "Behavior Modification of an Adjustment Class: A Token Reinforcement Program," Exceptional Children 33 (1967):637-42.

[21] Don Thomas, Wesley Becker, and Marianne Armstrong, "Production and Elimination of Disruptive Behavior by Systematically Varying Teacher Behavior," Journal of Applied Behavior Analysis 1 (1968):35-45.

to the deviant act.[22]

In another study, Madsen, Becker, and Thomas showed that teachers' use of praise combined with ignoring disruptive behavior seemed to be the best method of controlling behavior. The introduction of rules had little effect on the control of behavior.[23]

6. Richard Shores reported similar research being conducted at the Wisconsin Children's Treatment Center. Findings indicated that teacher attention tended to maintain student behavior--regardless of whether the attention was positive or negative. For example, a teacher may try to control a child's inappropriate verbal behavior by redirecting the student to go back to work. When the child spoke out without permission, the teacher would say" "Go back to work." Although this statement was meant to stop the talking and accelerate the work, it actually maintained the inappropriate behavior, or accelerated it.[24] The teacher's behavior has a great deal of influence on the pupils' response.

The final study is unique because it deals with the modification of undesirable attitudes and classroom behavior through the constructive use of social power in the student peer culture.[25] We have looked at studies in which teacher praise has been the main reinforcer of appropriate behavior. Peer approval may also be an important reinforcer.

A student leadership program was instituted in an elementary school to increase the social value of constructive classroom behavior. The subjects were low-income blacks in grades 4, 5, and 6. Sixty-four of the 280 students were identified as potential social leaders. These "leaders" were to

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[22]Wesley Becker, Charles Madsen, Carole Arnold, and Don Thomas, "The Contingent Use of Teacher Attention and Praise in Reducing Classroom Behavior Problems," The Journal of Special Education 1, no. 3 (Spring 1967):287-307.

[23]Charles Madsen, Wesley Becker, and Don Thomas, "Rules, Praise, and Ignoring: Elements of Elementary Classroom Control," Journal of Applied Behavior Analysis 1, no. 2 (Summer 1968): 139-50.

[24]"What Behavior Research Says to the Classroom Teacher," an interview with Richard Shores, Teaching Exceptional Children 4, no. 4 (Summer 1972):192-99.

[25]Joan Rand Whitmore, "Modification of Undesirable Attitudes and Classroom Behavior Through Constructive Use of Social Power in the School Peer Culture" (Washington, D.C.: National Institute of Education, August 1973).

implement a number of projects (i.e., "Good Citizen Program") and were actively involved in monitoring students, assisting administrators, and serving as teacher-aides in kindergarten and primary classrooms.

Some of these "leaders" originally had "positive" attitudes toward school, and some had "negative" attitudes. Participation as "leaders" reduced the tendency of subjects with "negative" attitudes to become increasingly negative. A number of male students increased their sense of efficacy and internal acceptance of responsibility. "Leaders" with teachers who supported the program often showed significant changes in attitude and behavior.

The overall results indicated that a leadership program can help students improve their behavior and maintain or develop more positive self-perceptions.

Implications for teachers are as follows: (1) Rewards reinforce habits. Make acceptable behavior worth the student's while; (2) Rewards must be individualized; and (3) Unrewarded behavior disappears. Ignore deviant behavior, and it should disappear.

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PART IV

ANNOTATED BIBLIOGRAPHY ON SCHOOL CLIMATE, STUDENT BEHAVIOR, AND DISCIPLINE

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ANNOTATED BIBLIOGRAPHY

1. BARRINS, P. C. "Drug Abuse: Newest and Most Dangerous Challenge." American School Board Journal. No. 157. Milwaukee, Wis.: Bruce Publishing Co., December 1969.

Barrins brings to awareness the increasingly high incidence of the drug problem among school children. He points out that students take inhalants, pills, or inject substances into their bodies just to get kicks. The inhalants include household chemicals like mouthwash (aerosol), mineral oil, and even gasoline; these can damage the brain irreparably and may kill in extreme cases. The pills include heart medicines and diet control compounds, while injected substances include mixtures of boiled-down peanut butter and milk, etc. Barrins observes that the problem has assumed national proportions, and needs serious attention by school boards since it is an educational issue.

2. BAUGHMAN, D. What Do Students Really Want? Bloomington, Ind.: Phi Delta Kappa Education Foundation. No. 12. Fastback. 1972.

Baughman would not describe current student trends in terms of dissent, rebellion, or renewal but rather of releasing the potentials of American cultural pluralism. Students no longer regard school as a place where they are told everything, but a place where they can think and participate in class experiences. Students want to acquire appropriate social, emotional, and leadership experiences which help them discover their self. Student unrest has stemmed from frustration, agitated and disturbed minds, coupled with changes in society and the school's inability to change with the times. He hypothesized that "the secondary school should be a place where students would be served and swerved."

3. BERGER, MICHAEL. Violence in the Schools: Causes and Remedies. Bloomington, Ind.: Phi Delta Kappa Education Foundation. No. 46. Fastback. 1974.

Violence hampers school life; and in addition to factors of the individual himself, the home background, the community, and the school also contribute immensely to the problem. Berger mentions four elements of school governance which cause violence in schools. They are: (1) Students are usually not judged by civil rights law as adults, but by school rules which presume them guilty until they are proven innocent. They therefore question the legitimacy governing both student rules and punishment particularly as such treatment is not meted out to teachers and adminstrators. (2) He reports that while many schools do not have student government, those that have it are

virtually powerless because of the absolute veto held by the principal. There is therefore little or no student involvement, and he refers to Irvin Block's book, Violence in America, in which he stated that violence prevails among people who feel they have no stake in a given society in which they live. (3) Berger is of the opinion that extracurricular activities were originated by community and parents, and taught by teachers who belong primarily to the middle class, while the students belong to the lower class. He contends that teachers do not understand their students; moreover, that rules based on such background result in conflicts, as students are forced to conform to an alien style of life. (4) Language barriers as with Cuban, Puerto Rican, and ghetto Blacks limit understanding and promote conflict. Other causes of violence in schools are the effect of the polarization of students to different political and military events concerning the United States, decreased student/teacher/administrator relationship, decline of authority and the consequent incidence of indiscipline, and poorly defined educational philosophy. Finally, very few minority individuals hold authority positions in schools; thus, minority students lack adult models on which to pattern their behavior. Immediate remedies include introduction of security guards, electronic surveillance systems, legally pursuing the laws vigorously, and introduction of student identification cards. Long-range solutions: governance--broaden role and power of student government and effect greater student participation and involvement in school. On interpersonal communication, he suggests making schools more humanistic and creating a climate conducive to eradicating language barriers, depersonlization, and the generation gap. On leadership, he feels that there should be greater responsiveness to student needs. Compulsory education should not force an unwilling student to remain in school.

4. BOIARSKY, C., AND PEDERSEN, N. "Youth Speaks Out About Teachers." Today's Education. Washington, D.C.: National Education Association, November 1971.

In reference to the study conducted by the White House Conference on Youth in collaboration with the Future Teachers of America, it pointed out what students expect from teachers. According to students, good teachers are open-minded, have adequate knowledge of the subject matter, and an understanding of the problem of teenagers plus genuine interest in schools and youth. Students are apt to respond with interest and diligence in such kinds of teachers.

5. BUXTON, T. H., AND PRICHARD, K. W. Violations of Human Rights by Teachers. Bloomington, Ind.: Phi Delta Kappa Education Foundation. No. 55. Fastback. 1973.

Conclusions of a survey were that students' fundamental human

rights were grossly violated by teachers and administrators. Students want to be involved in planning what affects them. Students feel that there is a high degree of formalism in schools and that the environmental press is too circumscribed. The result of this is lack of an atmosphere for creativity and interaction, and sometimes hostility builds up. Teachers and administrators do not have trust in students, and treat them as immature kids who should do what they are told; the school now becomes "a baby-sitting center" instead of a place for learning.

6. CHISUM, J. "Behind the Bad Behavior." American Education. Washington, D.C.: Office of Education. Vol. 6, no. 7. August-September 1970.

The author gives a number of cases in which the Division of Psychological Services of the Public Schools in Memphis was able to find the reasons for students' misbehavior through a diagnosis of their problems. For example, a girl of age 14 was failing all her subjects in school. Her major problem was embarrassment. She was ashamed of attending the same class with little kids. When she was placed in a special program that provides older youngsters with nonacademic work related to their abilities, she made remarkable improvement.

7. DISQUE, J. In Between: The Adolescent's Struggle for Independence. Bloomington, Ind.: Phi Delta Kappa Education Foundation. No. 31. Fastback. 1973.

Because the youth of today are growing and developing in a rapidly changing world and society, problems of understanding and communicating are bound to occur between adults and adolescents. By understanding the impact of social change on both adults and youths and by looking at youths as "young people trying to cope with life in their own way, "there would be a better relationship and communication between youths and adults. Youths look at themselves as individuals trying to identify with the technological society--their search for self, and the self-actualizing process are probably the two most important elements in an adolescent's life. Disque is of the opinion that the break with parents and others occurs as youths grow into maturity and develop their characteristic independent personalities. One striking observation he made is that youths are ambivalent regarding authority; they want to be their own masters only on their own terms. He says that "youth wants an adult's protection but only in the sense of knowing an adult is there if he needs one." An adolescent's life is full of contradictions, being sober one moment and violent the next. Therefore, it is difficult to know when they want what. His solution is to watch and listen for the clues that they themselves will give you. Finally, he remarks that the use of the phrase "doing our thing" clearly indicates the wishes and aspirations of

present-day youths to be free in creating and establishing a life style of their own.

8. DOHNER, V. A. "Drugs Are Not the Problem." Education Digest. Ann Arbor, Mich.: Prakken Publishers. No. 36, November 1970.

Drug abusers are not all young nor are they mainly school children, but consist of a wide spectrum of people in society. Usually they take the drug for dependence. Little has been done to find out psychologically why people use drugs to influence their mood. It is known that gratification behavior is one reason for drug use. Drug use is a form of escapism, rebellion, psychological support-seeking, or search for meaningful relationship in terms of one's personality. Drug education should start in the home where parents should inculcate respect for drugs and their potential dangers. In the school, drug education should involve the psychology, biochemistry, physiology, and pharmacology of drugs. In the use of alternatives to drugs, he said that "we must teach increased awareness by increased perception of all the senses and with increased motor control, stress psychological awareness to make him aware of his actions and reactions, teach him interpersonal relationships and social interactions." The use of psychedelic drugs should not be an avenue to creativity; there are creative works in writing, painting, drawing, and singing. Similarly, the involvement of students in social and political activities could serve to divert their minds from the use of drugs. In developing any of these programs, students should be involved.

9. DUNWAY, J. "How to Cut Discipline Problems in Half." Today's Education. Washington, D.C.: National Education Association. Vol. 63, no. 3. September-October 1974.

Dunway's therapy is to show students love by touching them or patting them on their back or shoulder while adding some soothing words of love. She would also smile at them both at the beginning and at the end of the class; they, in turn, would reciprocate and smile back. Reactions to her therapy were generally favorable though there were some reservations and qualifications such as a male teacher touching a female student. This may be misunderstood.

10. ELAN, S. The Gallup Polls of Attitudes Toward Education. Bloomington, Ind.: Phi Delta Kappa, Inc., 1970.

Increasing student protests caused people to ask if American education is reality-related. People view the inability of school administrators to maintain discipline as a waste of money; therefore, they are apt not to support greater taxes

for education. Discipline was the major problem of the schools. Only 2% of those polled said that discipline was too strict, 53% said it was not strict enough, and 31% said it was just right while 14% had no opinion. More surprising, 60% of the students said that discipline was just about right. Students and the public agree that teachers and school administrators should improve the discipline situation. Students were aware of protests while their parents were not. Parents agreed that marijuana and other drugs were a serious problem in public schools. Many agreed that today's curriculum [illegible] current needs, but students felt that they did not and that they needed changing. Other causes of poor discipline were: lack of proper financial support, integration-segregation problem, difficulty in getting "good teachers," large schools, too large classes, parents' lack of interest, lack of proper facilities, poor curriculum, and use of drugs and dope. The general public felt that students now have too many rights. Parents and professional educators were agreed that the blame for a child's failure lies heavily on the child's home life.

11. ELLIOTT, P. H. "Drug Abuse Films: What Are They Trying to Do?" Audiovisual Instruction. Washington, D.C.: Association for Educational Communication and Technology. Vol. 6, no. 6. June-July 1971.

Elliott discussed Myron Solin's (president of Benchmark Films, Inc.) presentation entitled "A Re-examination of the Purposes of Drug Films and Their Application." Solin tried to empathize with the young by suggesting feelings of adults at viewing a film done by younger people. He is of the opinion that past drug films have gone about their mission very poorly and tended to scare kids. New films should not only avoid this, but should also be aimed at getting kids to discuss their problems and make their own decisions.

12. FORSLUND, M. A., AND MALRY, L. Social Class and Relative Level of Occupational Aspiration: Implications for Delinquency. Washington, D.C.: National Association for Secondary School Principals. Bulletin no. 54. 1970.

It has long been recognized that the educational system provided a major channel for upward mobility in American society. Thus, students at times "pitch their tents" too high and when they do not achieve their goals, they become despondent and develop delinquent tendencies; sometimes they even blame the school for their failures. Therefore, schools should prevent these tendencies by stressing dignity and satisfaction of work per se rather than high achievement goals. Inappropriate responses to student's behavior problems may strengthen rather than weaken delinquent tendencies. Evidence is available to show that arbitrary and unpredictable enforcement of rules

which students had no intention of breaking may set an alienation cycle in motion toward delinquency. In this situation a reintegration of students into the system as well as involvement in the social system of the school are suggested. The problems of inequality in America cannot all be solved in the school, but the school should commit itself to helping students develop realistic and achievable goals.

13. GABRELIAN, G. "Disruption in High Schools." New York State Education. Albany, N. Y.: New York Teachers Association, May 1971.

Gabrelian believes that disruption in high schools is the result of disastrous policies and programs. He says that either the authorities know the remedies but lack resources, or know remedies and have the resources but cannot change current policies and programs, or that they do not know. Disruption in high school is counterproductive, and the school cannot function in chaos and confusion. The following remedial steps were suggested to arrest the situation: (1) Students with long-term behavior patterns should no longer be treated as discipline problems. They should be reassigned to separate schools in small classes for greater contact and personalization. (2) Those with occasional disruptive behavior patterns should be placed in programs which include group and individual guidance for intensive tutoring and personal contact, including independent study, development of skills, etc. (3) Students and teachers must have equal voices with administrators, subject to school board review, in determining curriculum, student behavior, and student activity policy. Repressive and punitive measures never succeed because they deal with symptoms, not causes.

14. GOLDSTEIN, J. W. Motivations for Psychoactive Drug Use Among Students: Getting High in High School. Pittsburgh, Pa.: Department of Psychology, Carnegie-Mellon University, 1971.

Drug use is a complex behavior. Most drug users are not satisfied with themselves. Many of the drugs tend to reduce anxiety. The use of drugs many times is a result of frustration, disturbance, etc. Goldstein has characterized drug users thusly: usually from urban and suburban communities, better educated parents, higher income families, background with little or no emphasis on formal religion, are more liberal politically, prefer the humanities or fine arts to other academic fields, and believe that marijuana is not physiologically addictive. They also feel that the law is harsh. Students take drugs for a number of reasons including getting high, feeling good, for curiosity, and for exploring the inner self. The initial effects are greater poise, lower sense of well-being, more

nonconforming, more insecurity, more pessimistic about their occupational future, more disorganized under stress, more flexible in thinking, more rebellious toward rules, more inclined toward aesthetic and social values, and less inclined toward economic, political, and religious values.

15. GALLUP, G. H. Sixth Annual Gallup Poll of Public Attitudes Towards Education. Bloomington, Ind.: Phi Delta Kappa, Inc., September 1974.

Of the most important problems of the public schools, discipline tops the list. Parents and students agree that stealing and student gangs are becoming rampant in schools. The author suggests that the issues be tackled if the public is to retain confidence and respect for schools. He further says that critics are apt to capitalize on this and regard the school as a breeding ground for crime and violence. Students who are not interested in school would like to quit and take full-time jobs. On the other hand, the public would like them to remain and finish their time in school. Five possible solutions to their dilemma were: (1) offer special courses to prepare and train students for jobs; (2) have business and industry provide on-the-job training while the school supervises the students; (3) institute the half-a-day work-study program; (4) allow students to do volunteer work with approved organizations or bodies in what is called an out-of-the-ordinary interests and talent manifestation program such as hospitals; and (5) any other program the school designs to provide an out-of-school, on-the-job training for students, and with proper supervision by school authorities to ascertain that it is worthwhile. On recalcitrant students, parents and students opted for expulsion of students, letting them spend extra hours in school, or paddling them. Others called for rehabilitation through counseling, work-study programs, change of teachers or courses, change of school, dialogue between parents and school staff, and the involvement of parents.

16. GRIMDITCH, R. E. "How to Cut Down School Vandalism." Education Digest. Ann Arbor, Mich.: Prakken Publishers, Inc. Vol. 36, no. 6. February 1973.

There is an increase in vandalism in schools in recent years causing damage and loss to school property. About 60% of school fires are arson or an act of vandalism. Grimditch urges school administrators to protect school property using the following measures: (1) seeking cooperation from neighbors and soliciting their help in reporting cases to school authorities and law enforcement agencies; (2) getting students to be watchful and to report cases of vandalism; (3) having the school building occupied morning and evening by offering programs that keep people in school during these periods; (4) using police and

watchmen; (5) using electronic protective devices; and (6) fencing the school electronically with alarms which are triggered to announce the arrival of intruders.

17. GRUNWALD, B. "Strategies for Behavior Change in Schools." Counselling Psychology. Milwaukee, Wis.: Bruce Publishing Co. Vol. 3. 1971.

Grunwald grouped the causes of student behavior thusly: (1) low morale of teachers, a feeling of being in the wrong place, some see themselves as failures, and lack of interest in group dynamics; and (2) outdated schools, curriculum, and methods of teaching as well as general attitudes toward kids. He suggested new traditions of teaching students based on democratic principles--equal rights and sharing responsibilities in decision making; schools no longer be run for students but with them; teachers should not be held completely responsible for everything that happens in class; and the climate for teaching must be ripe. He advocates systematic training based on problem-solving where everyone is not only responsible for his behavior but also carries responsibility toward others.

18. HENTOFF, N. "A Parents-Teachers View of Corporal Punishment." Today's Education. Washington, D.C.: National Education Association. May 1973.

Hentoff describes corporal punishment as an anachronistic and damaging practice: damaging to the children, to the learning process, and to those who inflict corporal punishment. He believes that corporal punishment mutilates the spirit of a student; besides, it is not a very corrective measure. Hentoff believes corporal punishment impinges on the student's constitutional rights though it is still upheld legally. A number of states have now banned corporal punishment in their school systems. The National Education Association has also come out against corporal punishment.

19. HENTOFF, N. "Why Students Want Their Constitutional Rights." Saturday Review. New York: Saturday Review, Inc. May 22, 1971.

Students have found in recent years that their constitutional rights and freedom are being violated. Such basic human rights as freedom of speech and assembly, protection from privacy, and the guarantee of due process of law do not exist for the overwhelming majority of American high school students. Students are resisting, rebelling, and fighting to win basic freedom and constitutional rights. Apart from the civil rights movements and campus activisms, courts have also inflamed students to seek their rights which increase behavior problems in high schools.

In 1969, in the Tinker case, the Supreme Court ruled that students are "persons" under the constitution; therefore, they have fundamental human rights which school authorities must respect. That was an important victory for students. Educational process must be democratic; otherwise, as the head of the Center for Research and Education in American Liberties at Teachers College, Columbia University, put it, "Our schools are now educating millions of students who are not forming an allegiance to the democratic political system, simply because they do not experience such democratic system in their daily lives in school." Such rulings which affect hair style, dress, and pledging to the flag are inimical to the individual's basic rights and should be abrogated, particularly as they do not disrupt the school.

20. HOWARTH, R. E. "On the Decline of In Loco Parentis." Phi Delta Kappan. Bloomington, Ind.: Phi Delta Kappa, Inc., June 1972.

Parents today prefer to separate the prerogatives of institutional control from prerogatives of parental control. Its implication is making the role of school become ambiguous. The hardening of attitudes among a growing number of students into something resembling dogmas to live by, and the forced shift in teacher role from "in loco parentis" to something resembling a quasi-legal dossier producer have led to consequences much more insiduous. The result is that "the average public high school today is a repository of disrespect, arrogance, and social anarchy among its students." Howarth describes the school as the intended arena of social change, where differences between individual freedom and "civilized control" will be settled. But the teacher in his new role looks like an observer and only records cases of violation of the rules as they pertain to the classroom. Breaches of civilized living thus become the responsibility of the courts. The solution lies in reevaluating the "in loco parentis" concept so that the school will not only educate students intellectually, but also socially.

21. KETT, J. "Understanding, Interacting and Communicating with Youth in the Seventies." Urban New Jersey (a digest of urban problems). New Brunswick, N. J.: Department of Community Education, University Extension Division, Rutgers University. No. 2, March-April 1975.

The American society approved mode of youthful behavior that went by the name of adolescence has been declining and eroding for some time. Adolescence was described as a stage in life when the youth was kept in school since he could not get a job, and was not mature enough to face the realities of life. The high schools were thus used to socialize kids into adolescence

manifest by the institution of extracurricular activities such as Boy Scouts, Y.M.C.A., etc. With time there arose an open hostility toward the youths in secondary school because of their precosity in intellectual development. The youths, in turn, became fed up with the rituals of the youth movements particularly as they were dominated and oriented toward middle-class philosophies of life. They wanted to be treated as adults, at least to interact with adults. The denials and apparent segregation of youths from adults and society exploded in the sixties and marked a break with the past. In addition to this adult orientation, youths are also rejecting and detaching themselves from the avowed American culture and values. These notwithstanding, "nothing has occurred in the last 20 years, neither the growth of an adult orientation nor the existence of alienation among the young, which has altered the fact that young people in our society are segregated by institutions --mainly by schools--from a wide range of adults."

22. KLEIN, D. F. "Youthful Rebels--Diagnosis and Treatment." Adolescence. New York: Libra Publishers, Inc., February 1972.

The educational system prolongs a state of childish dependence well into physical adulthood by artificially separating the student role from meaningful work. Klein observed that drug patients have a listing of severe emotional, social, and cognitive difficulties prior to the use of drugs; however, the major problem of drug abuse is ignorance. He is in favor of a crash federal research program that will attempt to elucidate on the facts concerning drug toxicity, their net social damages, and the effectiveness of prophylactic and treatment measures. Presently, Klein says, drug education is superficial and only scarcely adequate.

23. KNOWLES, L. W. "Pot Smoking Students Not Easy to Discipline." Nation's Schools. New York: McGraw-Hill Publishers, Inc. Vol. 89, June 1972.

Knowles finds that meting out fair and proper punishment to the students is difficult and sometimes an elusive goal. The ambiguity of the law, its reservations, and qualifications limit the degree of action teachers and administrators can take to discipline a guilty student.

24. LINDSAY, B. L. AND CUNNINGHAM, J. O. "Behavior Modification: Some Doubts and Dangers." Phi Delta Kappan. Bloomington, Ind.: Phi Delta Kappa, Inc. Vol 54, no. 9, 1973.

Twelve reasons are given why educators should be wary of behavior modification techniques which are now based on training and

producing well-behaved students by rewarding them. The authors believe that the focus of this technique places emphasis on discipline rather than on intellectual growth. The twelve reasons are as follows: (1) They make students behave well for the rewards which is hypocritical. They make discipline a system of rewards without which discipline may not be achieved. (2) They prepare students for a nonexistent world by disregarding inappropriate behavior. (3) They undermine existing internal control. Students who internally know themselves and are in control, if rewarded externally may begin to work for external rewards which is not internalized discipline. (4) It is unfair to reward students who have not been behaving properly while not rewarding those who have been behaving properly. (5) The technique could instruct children to be mercenary. Depending on what is demanded and offered by a teacher, the students' behavior will vary, causing confusion to set in. Which is now the correct behavior? (6) The technique limits the expression of students' discontent. Discontent in class is sometimes a manifestation or indication of poor teaching methods and content of course. Students' criticisms will, thus, be suppressed and curriculum improvement suffers. (7) They deny human reasoning. (5) They teach action/reaction principles. Students do not learn because socialization is superficial and behavior is not internalized. (9) They encourage students to act as if they are learning in order to obtain rewards. (10) They emphasize short-range rather than long-range goals. (11) Students assume a passive role in their education. (12) They are a totalitarian concept in which the behavior shown by individuals is regarded as more important than the state of affairs in the individual's life leading to the behavior.

25. MILLER, T. J. "Drug Abuse: Schools Find Some Answers." School Management. Greenwich, Conn.: Macmillan Professional Magazines, Inc. No. 14, April 1970.

One major step in the direction of effective prevention is the realization that simply giving high school students the facts about drugs does not have the expected results. Students know, for example, that marijuana is not a "black-caped demon rising from a pit of snakes" as some educationists and movies portray it. The programs fail because they "scratch the surface" of the problem and do not reach the hard-core drug addicts. Miller argues that since schools have the greatest visible community influence on youngsters, school officials "must be the generals of the war." Successful drug programs depend largely on support and cooperation of students, teachers, and parents plus an impressive "battle plan." He then relates a number of programs in use: (1) DEAN Program (DEAN is an acronym for Deputy Educators Against Narcotics): DEAN is based on thinking that by arming members with knowledge about drugs, one can spread the word faster to nonmembers who would talk with their peers rather

than adults. This involves monthly meetings attended by members to update them on the legal and medical knowledge of narcotics abuse. Such meetings are usually held at the attorney's office. (2) Miss McCarthy's Small Group Therapy: Miss McCarthy is a social worker, and her strategy is based on her belief that drugs are not the problem, but only a manifestation of the problem. Her therapy involves bringing users together to confront themselves and each other. They try to find out why they use drugs. (3) COY (Courage of Youth): Mrs. Joan Kazin, a guidance counselor at Lenape High School, holds encounter sessions usually for eight students, most of whom had been arrested for narcotics offenses. They meet to "thrash out" their points. The condition for memberhsip is that every student must admit to his parent that he used the drug. (4) San Francisco Crash Pad: Clinics in public high schools are set up where students can get help during bad trips or rap about the problems in their lives that drive them to drugs. Both medical and psychological help are provided. Students rap with teachers, social workers, and other students.

26. NIELSEN, M. (ed.). Vandalism in Schools--A $200 Million Dollar Problem. Eugene, Ore.: Bureau of Educational Research and Services, University of Oregon, December 1971.

While attaching vandalism to sociological overtones, and relating it to protest movement, it is categorized depending on motives--carelessness, wanton, predatory, vindictive or political vandalism, or willful/malicious destruction. Nielsen says that "when vandalism becomes an accepted part of a national pattern in the adult world, it is hardly surprising to find its counterpart on public school campuses. While deviancy leads to social controls, social controls lead to deviancy also. A possible cause of vandalism is to be found in obsolete facilities and equipment in schools, low staff morale coupled with a high degree of dissatisfaction, and boredom among pupils. The possible solutions are: (1) place somebody in charge of security, and (2) use vandal-proof construction. The construction of windowless schools and the use of hard-to-damage materials reduce vandalism. Highly colored porcelain enamel finish and attractive steel paneling also reduce school vandalism. This is based on the fact that students do appreciate beauty. Vandalism can be checked by finding out causes, building pride in students regarding their schools, keeping schools open much of the day and part of the night, and using outside agencies and soliciting help from people living near school to report suspicious activities.

27. PARKER, D. H. "Revolution or Anarchy in Our Schools." Today's Education. Washington, D.C.: National Education Association, February 1971.

Less than 10% of the students in the survey feel satisfied with

school. Students feel that (1) school is now a concentration camp; (2) the old educational philosophy of "teach 'em all alike" is no longer acceptable and the nation is beset with victimization, organizational crunch, and institutional paralysis; (3) the question of accountability is not taken seriously; (4) school has become an industry with profit motivation; (5) rigidity is enfranchised by conforming to national curriculum; and (6) the aim of school today is fitting people into society without attempts at improving the society.

28. PARKER, H. K. "On Making Incorrigible Youths Corrigible." Journal of Secondary Education. Burlingame, Calif.: California Association of Secondary School Administrators, February 1970.

Characterized, these incorrigible students are angry at their parents, school, and community; they are frustrated because they have been unable to learn and are behind regular students; they fight and are involved in such criminal activities as theft, burglary, and narcotics traffic. A solution may include a constant contact between school and home, know all students and learn about their capabilities, their aptitude, their likes and dislikes in school, community and home/family, and future plans. Teachers should have a warm heart and a firm hand.

29. PEARCE, J. "The Role of Education in Combating Drug Abuse." Journal of School Health. Columbus, Ohio: American School Health Association, February 1971.

Drug problem requires a multi-faceted approach, involving parents, teachers, doctors, and pharmacists as well as governmental officials and law enforcement agents. The long-term solution to the problem, however, lies in education. The impact of technology on today's fast changing society has been debilitating. It has created an impersonal, materialistic, mechanistic, and consumer-oriented society. This is a ripe situation for people to fill in the emptiness with drugs, kicks, adventure, etc. Pearce believes that the same situation also exists in the classroom, where the mechanistic way of learning has progressed, while the humanistic, personalized, caring, and feeling elements of learning have stagnated. A near dehumanized, computerized learning modus operandi prevails. There are two fallacies in drug education: teachers know less than their students, and the facts of drug use are nonsequential in changing people's behaviors and attitudes. Pearce believes that providing nourishment for the five dimensions of man is the key to the problem; the dimensions are emotional, spiritual, social, physical, and intellectual faculties of man. The teacher should establish classroom climate to promote participative discussion without recrimination and allowing tolerance and free exchange of ideas to take place. The students will appreciate that problems, values, creativity, and sensitivity can be developed without drugs.

30. ROBINSON, D. W. "Prevention of Juvenile Delinquency: Police in the Schools." Today's Education. Washington, D.C.: National Education Association, October 1970.

Robinson espouses the use of police for security and maintenance of law and order in secondary schools. Since teachers are poor at explaining the law to students and since school is the place to instill discipline and respect of the law, it is best to involve police. Police will help spot early delinquent students and they will represent the school as a consultant while handling court cases for the school. Reports indicate that police in schools reduce delinquency and truancy, and increase respect by students for all legitimate authority. Robinson says that school-police cooperation is appropriate in civic education and crime prevention. Some believe that discipline in school is the teacher's problem and job; but those who support police in schools believe that if their role is properly delineated, they will perform a good job.

31. SCHRANK, J. "Violence and the Violated." Media and Methods. Philadelphia, Pa.: North American Publishing Co., November 1970.

Violence, like air pollution, is a symptom rather than a cause. People talk of violence and forget the cause. The study of violence should not be limited to crime, riots, and student unrest, but also to child rearing, school systems, institutions, entertainment, personal relations, and need for conformity in life styles.

32. "School Violence: $500 Million." The Home News, New Brunswick, N. J., April 10, 1975.

Vandalism in schools costs the American people about $500 million annually. Teachers are victims of 70,000 physical assaults annually and several hundreds of thousands of students are similarly assaulted. The article likened the rate of violence confronting schools to casualties from a war zone. The chairman of the Senate Judiciary Committee, Juvenile Delinquency Subcommittee, Senator Birch Bayh, reported that a survey conducted in 757 of the nation's largest schools between 1971 and 1973 provided the following data: 100 students were murdered in 1973; there was a 77% increase in teachers' assaults while assaults on students increased by 85.5%. Robberies of both students and teachers increased 36.7%; rapes and attempted rapes increased 40%; and homicide increased 18.5%. The report also showed an increase of 54.4% on weapons confiscated. Since the issue is nationwide, affecting all races and different sectors of the economy, legislation is being introduced to combat the disease of violence and vandalism, and to "reduce delinquency and crime in and against our public schools."

33. "School Security Problems." Education Training Market Report. Vol. XI, no. 7. Washington, D.C., April 7, 1975.

School administrators are advised to inquire about and to utilize the funds made available under the Juvenile Delinquency Prevention Act (P.L. 93-415) passed by Congress in 1974. The funds from this Act were to support programs in schools in which delinquent students are identified, and establish better ways of handling them. Security official Joseph Grealy of Lauderdale, Florida, suggested involvement of students, parents, and police in "school building security problems"; electronic warning systems; partial chain link fences; and removal of doors from restrooms. He stated that 65% of all crime in America is committed by the 12-year-old who "will return to school after apprehension by law and usually picks up new vandalism ideas during detention."

34. STOOPS, E., AND SLONG-STOOPS, J. Discipline or Disaster. Bloomington, Ind.: Phi Delta Kappa Education Foundation. Vol. 8. 1972.

The authors contend that discipline exists to maintain law and order without which there will be chaos. The need for discipline is a challenge to schools, homes, churches, and government. In the home, the authors bitterly attacked American parents for shirking their responsibilities and turning their children loose, thus making them liable to acts of indiscipline. They cited instances of secondary schools in Moscow where discipline problems are nonexistent because of parental control; also among United States soldiers overseas who maintain discipline over their children. Finally, the authors say that parents should be held responsible legally and morally for their children's damage to property and acts of indiscipline. School discipline should be such that it protects individuals and property and protects the rights of individuals to participate in educational programs. Therefore, disciplinary rules and their enforcement should be reasonable, legal, and acceptable to a majority of the "enforcers and enforcees." There should be no vestiges of revenge or antagonisms and only those behaviors which interfere with the school programs should have regulations binding them. Administrators must know the law and understand the correct procedures in order to enforce it. The involvement and participation of the students in making the rules make them know, understand, and follow them. School rules should be published in booklets and every student should have a copy and so should parents be provided with a copy.

35. TRIEZENBERG, G. Student Communication Rights. Washington, D.C.: National Association of Secondary School Principals. Vol. 57, no. 372. April 1973.

During the Tinker vs. Des Moines Independent Community School

District case, the federal court ruled that the school board does not have the right over personal student matters. The "long hair" case did not abolish the authority of the schools to regulate students, but rather delineated the boundaries within which rules are permissible. Students' rights include freedom of expression and communication. They may use newspapers, political speeches, and demonstrations to state their points of view. Schools must establish proof of disruption before involving or applying disciplinary action.

36. TRUMP, J. L. "High School Teachers' Discipline Problems." School and Society. New York: Society for the Advancement of Education. No. 98. November 1970.

Many discipline problems in high schools are caused by teachers who shout loudest about students' indiscipline, yet they bore students with irrelevant materials beyond description, and expect the student to sit unquestioningly in his seat through a lecture. Trump is of the opinion that teachers with discipline problems have inadequate college preparation, and an inability to create a stimulating learning environment in class. In such circumstances, students get angry and restless and are bound to exhibit indiscipline behaviors. He believes that if teachers are given less administrative work, they could concentrate on teaching and have less discipline problems. Trump advocates that the teacher's schedule should include 10 hours of teaching per week, while the remaining 20 hours be used to browse and keep updated, develop teaching materials, confer and supervise students.

37. VACCA, R. S. "The Principal's Responsibility in Relation to Court Decisions Involving Public Education." High School Journal. Raleigh, N. C.: University of North Carolina Press, February 1970.

Nature of control of schools depends somewhat on the capability of the adminstrator, and the attitude and disposition of the School Board concerned. Authority allocation in high schools is the basis for building formal organization. Court decisions can be beneficial to the school principal in that they enable him to form guidelines for administering the school.

38. WHITESIDE, M. "The School Phobic Child." Today's Education. Washington, D.C.: National Education Association, January-February 1974.

Whiteside describes phobia as a traumatic aversion to school characterized by the following: (1) severe difficulty while attending school, (2) profound emotional upsets related to the prospect of attending school, (3) a tendency to stay at home

during school hours with parents' knowledge, and (4) absence of significant anti-social disorders. It is motivated by fear of the school situation and the effect of special attention which accompany the phobic reactions. The cure involves the application of psychological therapy which systematically desensitizes the student to school.

39. ZAZZARO, J. "Drug Education: Is Ignorance Bliss?" Nation's Schools. New York: McGraw-Hill Publishers, Inc. No. 92. August 1973.

It has been found that drug education, rather than curtailing drug use, has actually "turned kids on" to drugs by rousing their curiosity. Teachers and schools were found ineffective in presenting the issue; audiovisuals and films were not scientifically and conceptually acceptable. The National Commission on Marijuana and Drug Abuse notes that it is "wishful thinking to expect drug education to end the use of drugs." Students see drug addicts as groovy and good talkers who tend to dress in the latest styles and come across cool. The fact that past addicts could make presentations to them meant that they could use drugs and stop at will without ill-effects. Dr. R. B. Stuart, a sociologist at the University of Michigan, found that classroom instruction definitely broadens students' knowledge about drugs. The interaction between high knowledge and low worry leads to increased drug taking, and drug education provided students with facts which hitherto had inhibited them from using the drugs. He therefore suggested that since most kids know and use drugs at will, it would be better to discontinue general drug education and apply it to only those identified as affected. Stuart suggested instead that the money be diverted to develop better programs and curriculums. The author wishes that drug education be dropped from the school curriculum, for "when it comes to drug education, ignorance is bliss."

40. ZEISAL, J. "Vandalism is Linked to Design of Schools." New York Times (Evans Jenkins reporting), October 3, 1973.

Zeisal is a sociologist at the Harvard Graduate School of Design in the Architecture Department. He suggested that school vandalism is a product of the failure of adults and school authorities to design schools properly and their failure to understand how young people use them. The result is that the anti-vandalism industry has grown and waxed and profited heavily. He found that though vandalism exists and costs many dollars, it stems from nonmalicious causes. He maintained that if the solution was simply to "build fences rather than to plan better and to take account of young people's quirks, then perhaps at a certain point the cost of prevention will exceed the cost of the vandalism itself." Applying the legal concept of the

"attractive nuisance" to school facilities, he suggested that easily breakable objects be kept away from areas likely to become gathering places for students.

41. "Assaults on Teachers." Today's Education. Washington, D.C.: National Education Association, February 1972.

Figures are played down because cases are not reported. Principals want to protect the reputation of their schools. Causes of disruptions and assaults are as follows: (1) students live in "times when everyday, physical confrontations between and among Americans are in the news"; (2) the award of legitimacy to the protesters boosted high school students to resort to violence to obtain their own rights too; (3) new permissiveness and racism is a factor and black and white are guilty alike; (4) inadequate facilities and overcrowding in schools, noise, and fatigue provide climate for disruption; and (5) disputes between students and educators over restrictions, and between different ethnic groups, contribute to disruptions in high schools. The President of the American Association of Classroom Teachers believes that the long-term solution to violence is improving the school climate. To humanize schools, he suggests that the teacher training institutions should include courses on human relations and sensitivity. Dr. Patterson, of the New York City School System, believes that violence will continue until the nation eliminates poverty, ignorance, and discrimination. The use of identity cards was suggested by Chief Brady, of Chicago, as a means of reducing assaults on teachers.

42. "Curbing Vandalism Costs." Nation's Schools. New York: McGraw-Hill Publishers, Inc. No. 89. June 1972.

Hunterdon Central High School in New Jersey installed a solid-state electronic detection system which monitors students as they pass through the checkpoint. Any library books concealed are revealed by a buzzer which alerts the library staff. At the same time, the exit door is locked. The detection system costs $175.00 a month and reduced losses by 83%. In Polk County, Florida, a system was instituted which involves a time-lapse security camera located in trouble spots and classrooms. It takes photos every 30 seconds and provides ample evidence and identification of the troublemakers. A significant change in the attitude and deportment of students was observed since they now know their actions are monitored. It is a good deterrent and students could not provide any alibis. In Portland, Oregon, instead of all keys being deposited in the key room, each teacher was assigned selected keys. Keys to most important rooms were held by department heads. This stopped students from stealing and duplicating keys and thus getting access to school rooms and property. A reduction in vandalism in the school system was reported.

Instructional Materials

I. Books

1. ASHBY, L. W., AND STOOPS, J. A. Student Activism in the Secondary Schools: A Practical Outlook. Danville, Ill.: Interstate Printers and Publishers, Inc., 1970.

The book is based on the Conference on Student Activism held on October 8, 1969, at Lehigh University. Cases of student activism were examined from the sociological, administrative, and philosophical perspectives. Participants delved into the variety of cases and solutions. The authors summarized the viewpoints expressed at the conference. These have implications for students, teachers, and administrators, all in the attempt to come to terms with student activism conducive to school learning and teaching.

2. BECKER, W. I., et al. Reducing Behavior Problems: An Operant Conditioning Guide for Teachers. Urbana, Ill.: ERIC Clearing House on Early Childhood Education, 1969.

Deals with classroom management and what teachers can do to make students behave better for learning to occur. The authors advocate the use of reward as an operant conditioning system for behavior formation, rewarding appropriate behavior, and withdrawing rewards for inappropriate behavior. The book contains step-by-step procedures and has appeal for parents, teachers, and anyone involved in training children.

3. FLEMMINGS, V. C. Student Unrest in the High Schools. New York: Center for Urban Education, 1970.

This is a position paper based on the 28th Annual Superintendents Work Conference sponsored by Teachers College, Columbia University. The conference analyzed student unrest and diagnosed causes; suggestions as to the approaches to the problem and also some strategies for changing the situation were made.

II. Curriculum

1. A Program for the Prevention of Drug Abuse: K-Adult. Carlisle, Pa.: Carlisle Area School District, August 1970. 28 pages; Hard Cover; $3.29.

The fundamental objective of drug education is prevention, and where there is drug abuse, the program must be geared toward intervention as well. It contains basic instruction regarding drugs and medicinal use, and problems associated with abuse.

The program goes through concepts--medicines, drugs, and their use and hazards poised by misuse. As one gets into the secondary grades, there is more discussion among students. Similarly, the objectives, concepts, as well as treatment all change and become complex.

2. PHINEAS, A. M. The Gang Unit. Philadelphia, Pa.: Pennsylvania Advancement School, Sponsored by the Office of Health, Education, and Welfare, Washington, D.C., 1970. Hard Cover; $6.58.

The unit deals with the violent gang and not the social or delinquent gang, and is aimed at high school students. The student who has gang problems will benefit immensely from the program, while it serves as a good corrective measure for others. The four lesson plans focus on the inner needs which membership in gangs fulfills, on the risks inherent in gang activity, fulfillment for potential gang members, and on the nature of prejudice and discrimination, and their role in producing violent gangs.

3. Eleven Lessons in Drug Abuse Education. Miami, Fla.: Dade County School Board Textbook Services, 1970. 102 pages; Hard Cover; $6.58.

The curriculum has two themes: (1) the use of tobacco, alcohol, and narcotics represents a serious danger to the health of individuals and to the national welfare in general; and (2) the best way to combat dangers involved in the use of tobacco and other drugs is through an educated public. Learning activities and audiovisuals as well as texts and references are supplied.

4. Stamford Curriculum Guide for Drug Abuse Education: Stamford Public School, Connecticut. Chicago, Ill.: Ferguson Publishing Co., 1971. $4.00.

The guide uses behavioral objectives to approach the drug problem, and offers a comprehensive curriculum for drug abuse education in grades 4-12. It represents the fundamental concepts in outline with pertinent facts to substantiate the concepts. Corresponding activities are also included, and directives for use are given. Behavioral approach, objectives, and recommendations are inserted to fully introduce the guide. Audiovisuals and films relevant are contained therein.

III. Films

1. All the Wishes of the World. Hightstown, N. J.: Contemporary/McGraw-Hill Films, 1970.

The film deals with violence, and tells the story of two friends who saved an enchanted fish. They were rewarded thus: one is to have all his wishes granted, and the other is to have the same wishes but in double doses. They rejoice and play about together until rivalry develops, and "the original wisher sets out to destroy his rival without destroying himself." He is a most frustrated man. In the end, the two compete instead of sharing their wealth. $12.50; 10 minutes.

2. The Invention of Adolescence. Hightstown, N. J.: Contemporary/McGraw-Hill Films, 1970.

Explores the theory that adolescence is an invention of the eighteenth century and the industrial revolution. Youths used to pass from childhood right to adulthood, usually with some initiation rites. They had contacts with adults by day and were part of the family's life and activities. The contact with adults, the separation of work place, and the hiding of birth, death, and sex by taboo gave rise to teenage groups. Centuries ago, high school youths would have been married and running a family; today, they are looked upon as immature. $14.00; 28 minutes; black and white.

3. Rapping. Studio City, Calif.: Filmfair Communications, 1970.

This film has an idyllic setting in which a group of teenagers, some drug users, discuss why teenagers use drugs and why they stop. They suggest that people use drugs in search of the meaning of life, to escape from problems, and to rebel against parents and society. They stop when their friends stop, when they find an alternative, such as religion, when their conflicts are resolved, or because they fear getting arrested. $225.00; rent $20.00; 15 minutes; color.

There is an accompanying film, Tripping, in which alternatives to drug use are suggested; these involve Gestalt sensory awareness exercises including verbal and nonverbal communication. This has the same specifications as above.

4. Grooving. Briarcliff Manor, N. Y.: Benchmark Films, Inc.

A group of teenagers is filmed discussing drug use. The group, made up of drug users, nonusers, and ex-users, "rap" out their experiences and reasons for taking drugs. Members of the group

comment on the effects of their attitudes of the discussions. $390.00; rent $40.00; 31 minutes; color.

IV. Tapes

1. Hollywood, Calif.: Do It Now Foundation, Bos 3573.

This organization has developed a broadly based school approach to the drug problem. It is staffed largely by ex-drug-users who speak the language of the young. They incorporated rock music into the tapes. The theme is that the ex-drug-users, by narrating their experiences, will be more effective in conveying the message--the consequences of drug abuse. They will also be in a better position to suggest alternatives.

2. WARNER, R. W., AND SWISHER, J. D. Counselling: Today and Tomorrow. Washington, D.C.: American Personnel and Guidance Association, 1970.

Deals with drug abuse prevention, and uses a behavioral approach in which counselling for involvement in living is applied. This is available in audiotape.

PART V

APPENDIXES

APPENDIX A

Department of Vocational-Technical Education
Graduate School of Education
Rutgers University

STEERING COMMITTEE MEETING FOR TRAVELING SEMINAR ON STUDENT BEHAVIOR

AGENDA

10:00	Call meeting to order
	Introduction
	Describe the In-service Training Project
	Purpose of this Steering Committee meeting
	Identify problems and concerns relative to student behavior
12:00	Lunch
	Present Kilmer Oak Award to Dr. Baxel
1:00	Suggestions for presenting Traveling Seminar (content and method)
1:45	Housekeeping chores
2:00	Adjournment

APPENDIX B

Department of Vocational-Technical Education
Graduate School of Education
Rutgers University

STEERING COMMITTEE MEETING
TRAVELING SEMINAR ON STUDENT BEHAVIOR

October 15, 1974

Present	School
Irving E. Bach Phil Edgecomb Elaine House Albert Jochen Gordon Law Annell Lacy Simcoe Mary Kievit	Rutgers University
Elric Cicchetti Thomas Walls	Mercer County Vocational-Technical School
Glenn Cohen Harold Scofield Robert Walker	Sussex County Vocational-Technical School
Joseph English Meredith Myers	Gloucester County Vocational-Technical School
Frederick Felice Joseph Scelfo	Ocean County Vocational-Technical School
Edward Husmann John Maak	Somerset County Vocational-Technical School
William Jordan George Passes	Burlington County Vocational-Technical School
George Meyer	New Brunswick Area Vocational School

Absent	
Frank Miller John Sweeney	Camden County Vocational-Technical School
_____ _____	Bergen County Vocational-Technical School

Steering Committee Minutes--page 2

Topic	Discussion
1. Introduction	A. Introductions were made, and all were present except representatives from the Bergen County Vocational School and Camden County Vocational School B. Review of proposal--an abstract of the original proposal was reviewed.
2. Discussion of Student Behavior	A. It was pointed out that a positive approach to student behavior should be taken throughout the seminar. B. Attendance at school was expressed to be a major problem--absenteeism causes students to get out of phase with the curriculum, thus creating even greater problems. Other points raised include: (1) both parents working and bad home environment; (2) how to motivate students to come to school; (3) attitudinal problems stemming from sending schools; (4) examinations serve as a deterrent and some students refuse to take examinations; (5) quantifiable and measurable objectives help to motivate student attendance.
3. Approach from the Standpoint of Vocational Teachers	A. Behavioral problems with students really fall in the realm of teacher training such as: (1) how do tradesmen become true teachers? (2) are our teachers cognizant of the behavior of students? (3) what are the strategies for coping with deviate behavior?
4. Individual Versus Group Problems	A. Strategies to show how to deal with group problems versus individual problems are important and must be emphasized.
5. Performance, Goals, and Objectives	A. Organization of the curriculum and its administration is an important aspect. B. How does one make an individualized instructional program? C. What about attendance? D. The comment was made that unless we determine what we are going to be held accountable for, someone else will tell us.

Steering Committee Minutes--page 3

Topic	Discussion
6. The Supervisory Role of Education	A. What seems to be lacking is a supervisory process throughout the school system and not leaving it entirely to the teacher. B. What about the affective domain and how do we get at this problem?
7. Guidance and Counseling	A. What are the tools needed by the teacher in terms of guidance and counseling? B. Where should vocational counseling occur? C. How can teachers help in guidance and what should be their role?
8. Other Supportive Services that Are or Should Be Available	A. What is the role of each? B. What help should they provide?
9. What is the Student?	A. It was suggested that this is the place to start--this may be the kick-off for the whole seminar and the thought was expressed: "Where are the snowflakes, not the snowballs?"
10. Summary	A. It was suggested that the general theme of the Traveling Seminar might be "Knowing Your Students." B. The important topics seem to cluster around the following: (1) instruction problems; (2) guidance and counseling problems; (3) attitudinal problems; (4) school climate problems; (5) individual versus group behavioral problems; (6) affective domain problems; (7) measurement of competencies. C. It was suggested that all of these problems be targeted to teachers of regular students, handicapped, disadvantaged, and special needs students.

Dr. Drawbaugh, Chairman of the Committee, requested that each member return giving further thought to the Traveling Seminar, as well as declaring the dates that the seminar might take place in the respective schools.

APPENDIX C

Department of Vocational-Technical Education
Rutgers--The State University
Graduate School of Education

TRAVELING SEMINAR ON STUDENT BEHAVIOR

QUESTIONNAIRE

(SUMMARY OF THE DATA)

Instructions: Complete the following by filling in the blank spaces provided.

1. Name of school _____ 2. Date _____

3. Job title 267 Tchrs; 42 Adm 4. Subject taught _____

5. Certificate held 66 - 6 - 235 (emergency; provisional; regular)

6. Classification 97 - 40 - 162 (academic; related; skilled)

7. Number of years of occupational experience 13.04 Avg (non-teaching)

8. Number of years of teaching experience 6.64 Avg

9. Age 39.56 Avg 10. Sex $\frac{M = 218}{F = 83}$

11. Academic preparation:

	Degree	Type of Institution	Major/Minor
High School	78		
Post-secondary	31		
Baccalaureate	117		
Graduate	78		
Other	0		

Instructions: Please answer the following questions honestly and frankly by filling in the number that represents how you feel about the item presented. Consider one (1) low and five (5) high.

	No (1)	(2)	(3)	(4)	Yes (5)	NA*
1. Did the seminar do what it purported to do?	12	33	90	93	66	15
2. Did you enjoy the experience?	12	33	65	92	104	3
3. Do you feel that you profited from it?	19	31	70	97	87	5
4. Do you perceive the seminar as effective?	11	40	80	108	59	11
5. Will your own behavior change as a result of the seminar?	45	44	88	86	42	4
6. Will your students' behavior change as a result of the seminar?	63	55	105	37	15	34
7. Did you learn a great deal about student behavior?	68	72	102	42	16	9
8. Do you now know more about your students and their needs?	57	57	101	56	25	13
9. Do you now know more about effective teaching and productive learning?	41	60	97	80	21	10
10. Were you brought up-to-date about information pertaining to student behavior?	36	60	88	85	29	11
11. Did you learn about positive approaches and suggestions for reducing and dealing with student discipline?	46	62	93	72	26	10
12. Did you develop an awareness of the need for increased humanization in the school(s) and especially in the classrooms?	26	38	78	89	69	9
13. Did you develop an awareness of the need to initiate a planned program of activities designed to help acquire new skills in interpersonal relations?	25	36	93	86	53	16

	No (1)	(2)	(3)	(4)	Yes (5)	NA*
14. Do you feel that the professional relationships between vocational-technical teachers/ administrators and faculty members of Rutgers were strengthened as a result of this seminar?	35	24	74	87	78	11
15. Would you participate in another seminar of this type?	27	18	46	70	137	11
16. Would you change the format of the program?	52	33	64	53	84	23
17. Would you recommend this seminar to a fellow teacher?	34	22	68	66	111	8
18. Do you feel that other teachers would profit from the program?	18	22	64	76	114	15
19. Should there be more seminars of this type?	22	18	54	73	128	14
20. Was your time well spent?	34	32	57	69	108	9
21. Was the program practical and realistic?	37	30	73	83	77	9
22. Should this seminar be compulsory?	109	45	49	36	56	4
23. Were the funds provided for this project well spent?	28	28	59	81	95	18
24. Were the teaching methods used appropriate for the topics presented and did they secure interest and attention?	11	42	84	90	73	9
25. Should Rutgers provide more seminars of this kind?	27	16	55	62	137	12

*Not answered by participant.

Overall Seminar Evaluation

1. Outstanding topic/speaker

2. Good points of the seminar

Forthrightness -- Dealt with a practical problem -- Open discussion -- Well organized -- Informality -- Hand-out materials -- Considered the students' point of view -- Exposure to new people and thoughts.

3. Weak points of the seminar

Too idealistic -- All theory, no solutions -- Too formal -- Not enough teacher participation -- Based entirely on humanistic psychology -- Not enough on attitude and aptitude.

4. Overall impression of the seminar

Low - - - - - - - - High					
(1)	(2)	(3)	(4)	(5)	NA*
13	30	67	88	60	50

5. Recommendations for improvement

More small group discussion time -- Rushed, more time needed -- Could be expanded into two days -- More input on what to do with incompetent teachers -- Future seminars should include other topics.

6. Additional remarks

One seminar every ten years is not enough -- If seminars were held on Saturday, one could approach the sessions with more freshness and informality.

Thank you!

APPENDIX D

RUTGERS UNIVERSITY The State University of New Jersey

GRADUATE SCHOOL OF EDUCATION
Department of Vocational-Technical Education
New Brunswick, New Jersey 08903
Tel. 201—247-7636, 932-7937

June 2, 1975

_____ County Area Vocational-Technical School
90 Washington Street
East Orange, N. J. 07017

Dear Mr. _____:

As a means of follow-up on the Traveling Seminar on Student Behavior, enclosed are selected booklets on the topic made available to your school through the Seminar Grant. They are:

1. The Gallup Polls of Attitudes Toward Education 1969-1973
2. Violence in the Schools: Causes and Remedies--Michael Berger
3. Aphorisms on Education--Raymond Muessig
4. What Do Students Really Want?--Dale Baughman
5. Discipline or Disaster?--Emery Stoops and Joyce King-Stoops
6. The Teacher and the Drug Scene--John Eddy
7. In-Between: The Adolescents' Struggle for Independence--Jerry Disque

Please put them in the teachers' room or another appropriate place so that they will be used. I do believe teachers will find them relevant and useful.

Sincerely,

Charles C. Drawbaugh
Professor & Chairman

rcs
Enclosures

copy to: Dr. Carl J. Schaefer
Mr. Joseph Dzurenda

APPENDIX E

RUTGERS UNIVERSITY The State University of New Jersey

GRADUATE SCHOOL OF EDUCATION
Department of Vocational-Technical Education
New Brunswick, New Jersey 08903
Tel. 201—247-7636, 932-7937

June 6, 1975

Dear Vocational Educator:

The enclosed final survey questionnaire is being sent to selected participants in the vocational-technical school systems who attended the Traveling Seminar on Student Behavior put on by Rutgers University recently. The questionnaire has been designed to take a minimum amount of your time to complete. Results of this survey will be used to determine the success of the Traveling Seminar and in planning other seminars.

Your cooperation in completing and returning this questionnaire immediately but no later than June 11th would be greatly appreciated. Please return the completed questionnaire to the person in your school who distributed it to you initially.

Thank you very much for your cooperation.

Sincerely,

Mrs. Margaret Snell
Instructor in Vocational
Education

MS:sl
Enc.

Department of Vocational-Technical Education
Rutgers--The State University
Graduate School of Education

TRAVELING SEMINAR ON STUDENT BEHAVIOR
A Final Survey Questionnaire

Instructions: Please place a check in front of the responses that best reflect your view and write comments in the space provided to explain your feeling.

1. Was any of the information presented at the seminar useful to you since that time?

____Yes ____Not sure ____No

2. As a result of the seminar, have you become more aware of the need for increased humanization in schools and especially in the classrooms?

____Yes ____Not sure ____No

3. Was any of the information presented at the seminar helpful in terms of reducing and dealing with student discipline in your classroom or shop?

____Yes ____Not sure ____No

4. As a result of the seminar, do you feel you and members of the faculty and administration are more aware of current research on student behavior?

____Yes ____Not sure ____No

5. Did information presented at the seminar encourage you to discuss student behavior with other professionals in the school?

____Yes ____Not sure ____No

6. Did the seminar encourage you to read additional professional materials on student behavior?

____Yes ____Not sure ____No

7. Was any of the information presented at the seminar helpful to you in terms of acquiring new skills in interpersonal relations?

____Yes ____Not sure ____No

8. As a result of the seminar, do you feel there is a strengthening of the professional relationship between faculty members of the University and the vocational-technical teachers and administrators in your school?

____Yes ____Not sure ____No

9. As a result of the seminar, do you feel you are better able to deal with discipline problems in your classroom and shop?

____Yes ____Not sure ____No

10. Should you feel that the seminar was a good format for other in-service programs, please suggest topics that you would like to see presented at some future time.

Comments: